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ABSTRACT

This practicum report presents a plan to reduce referrals for psychological evaluations in the schools in Dade County, Florida. Three goals of the plan are identified: (1) to reduce the backlog of referrals in three elementary schools; (2) to improve the placement rate of those students who are referred; and (3) to help teachers identify children who might qualify for programs, understand state criteria for placement, and learn alternatives to testing for special education. Chapter I describes the community in which the project was implemented. Chapter II provides a description of the problem along with documentation, gives an analysis of the causes, and shows the relation of the problem to the literature. Chapter III states the anticipated outcomes and describes evaluation instruments used and the plans for analyzing results. Chapter IV discusses and evaluates possible solutions, justifies the solution selected, provides a calendar plan for implementation, and reports on the actions taken, including the conducting of three teacher in-service workshops at the target elementary schools. Chapter V presents the results of the project, conclusions, and recommendations. Appendices contain an organizational chart; referral packet forms; a map of the project area; school reports from the target schools; an analysis of open cases; data on the Exceptional Student operations; the Teacher's Handbook for Special Education; and sections on specific learning disabilities, emotionally handicapped students, and the educable mentally handicapped. Workshop forms and a list of counseling services in the project area are also given. (NRB)

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PRACTICUM REPORT

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Center for the Advancement of Education

Ed.D. Program

A Plan to Reduce Referrals for Psychological Evaluation in the South Central Area of Dade County Schools

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PRACTICUM APPROVAL SHEET

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Approved:

June 4, 1985
Date of Final Approval of Report

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ABSTRACT

A Plan to Reduce Referrals for Psychological Evaluation in the
South Central Area of Dade County Schools
Trushin, Barbara Y., 1985: Practicum Report, Nova University
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Descriptors: Referral/Psychological Evaluations/Special Education Criteria/Placement in Special Education

The problem that this practicum addressed was the need to reduce the huge backlog of referrals for psychological evaluations in the Dade County Schools. The problem was particularly acute in the South Central Area which has a diverse population. The goals were to (1) reduce the backlog of referrals in three elementary schools in the South Central Area in order to expedite testing and placement of qualified students without delay; (2) improve the placement rate of those students who are referred; and (3) help teachers become aware of characteristics of children who might qualify for programs, understand state criteria for placement and learn some alternatives to testing for special education.

These goals were accomplished by a series of three teacher in-service workshops at Royal Green, Stirrup, and Everglades Elementary Schools which are high referral schools. The material for the workshops were designed by this writer and a Teacher's Handbook of Referral and Placement Criteria was distributed to each workshop participant.

Results showed significant reductions of referrals in two of the schools with increased rates in comparable schools which did not receive the workshops. An increase in children placed in special programs was found at all three of the schools. Eighty percent of the teachers who responded to a post workshop questionnaire felt that the workshops had been valuable.

CHAPTER I

INTRODUCTION

A. Writer's Work Setting, Role and Responsibilities

The State of Florida and the United States Government mandate that each school district in the State of Florida provide a comprehensive program for all exceptional children. An exceptional student means any child or youth enrolled in the public schools of a district who requires special instruction or related services to take full advantage of or respond to educational programs because of a physical, mental or emotional, social or learning exceptionality. (Dade County Procedures Manual, 1984)

The Dade County Exceptional Student Education Program furnishes educational programs which are individually designed to provide educational benefits to handicapped children. Dade County is presently providing special education programs and services for eligible children in the following areas: hearing impaired, visually impaired, physically impaired (including physical therapy), trainable and educable mentally handicapped, emotionally handicapped, specific learning disabled, gifted, speech impaired, homebound/hospitalized and profoundly handicapped, which includes autistic, deaf-blind, profoundly mentally handicapped and severely emotionally disturbed.

Exceptional student education is an integral part of the total Dade County school system. Its goal is to appropriately place students through screening, referral, identification and placement in programs. It provides specialized teaching techniques, equipment, materials and an environment where each exceptional child can achieve his/her maximum potential.

The Exceptional Student Program is under the umbrella of Student Services. The Program is administered by three county-wide executive directors, who are responsible for program development, program services, and alternative program operations. There are county supervisors for each exceptionality. Direct services to the students are managed by four area directors, one for each of the four administrative areas of Dade County Schools. Each area director is responsible for the special education programs of the schools in her area. (Appendix A)

The South Central Area of Dade County Schools has 164 elementary and 113 secondary special education classes. In addition, there are two Occupational Training Centers for trainables, and five other large special education centers. There are eighteen psychologists, including a chairman, who deliver services to the South Central Area's sixty schools. Each psychologist is assigned to four schools and is directly responsible for all psychological evaluations of those schools.

The writer is a school psychologist in the South Central Area. The major responsibility of this position is to administer a complete psychological evaluation or re-evaluation for each child referred by the school Child Study Team (CST). The CST consists of teachers, parents, administrators and psychologists. It determines the needs of students presenting problems of a learning and/or behavioral nature. Its primary function is to devise in-school educational strategies for children with problems. If these strategies are not successful, a referral is made for a formal evaluation. A complete packet is prepared by the referring school. It includes parent permission, a narrative social history, vision and hearing tests, anecdotal records, teacher observation forms, strategies used at the school and other necessary information. (Appendix B)

After the psychologist administers a full battery of tests to determine proper educational programming, he/she completes and submits a written report to the Area Program Director. The psychologist must be a member of the Multi-Disciplinary Team, meeting along with the teachers, placement specialist, parent and administrator concerned with the programming and placement of the child evaluated. The decision for placement or non-placement of a child is determined by the Multi-Disciplinary Team (M-Team). The team must determine if the child meets state criteria for placement in special education as set forth in the Dade County Procedures Manual. The psychologist must give recommendations for placement and programming during the M-Team staffing of each case he/she completes.

B. Description of Community, Including Socio-Economic and Geographic Factors

Dade County, Florida is the fourth largest school system in the country. At the end of October, 1983, there were 234,767 students enrolled in 250 elementary and secondary schools. Over one-half of Dade County's 178 elementary schools were operating with student enrollments that exceeded the assigned capacities of the respective schools. The recent impact of refugees from Cuba, Central America and Haiti has increased enrollment in the public schools above the estimates of student population projected by the Dade County Planning Department (Metro-Dade Planning Department, 1982). The population is multi-cultural with 28 percent of the students, White; 32 percent Black; and 39 percent Hispanic origin (Dade County School Board, 1983). To facilitate the administration of a school system of 2,109 square miles, the system is divided into four areas: South, South Central, North and North Central, with superintendents and directors assigned to each area.

The school system represents 27 municipalities and the unincorporated sections that comprise the county. An elected school board is responsible for policy decisions and for administering the second largest budget in the state. With its new budget, the school system has become a one billion dollar bureaucracy. The board's precedent-setting 1984-85 budget includes $770 million for the daily operations of Dade's public schools and $214.7 million for construction of new schools. Seven new buildings will be started next year, and the renovation of older buildings will continue.

The South Central Area, which is the location of this practicum, has a diverse population. It is 22 percent White, nine percent Black, and 68 percent Hispanic. The large Hispanic population has made a significant impact on the range of programs needed to accomodate the children living in this community. The South Central Area consists of 43 elementary schools, 12 junior high schools and five senior high schools. The immediate area is bounded on the North by the East-West Expressway, on the South by Biscayne Bay, on the East by Downtown Miami, and on the West by Kendall Lakes (Appendix C).

The South Central Area community is mainly a middle class group, with some poverty pockets in Overtown, West Little Havana, Coconut Grove and South Miami. There are several high socio-economic sections in Coral Gables, and the Sunset region. The population is mainly Latin and many of the parents of the school age children do not speak English. This often makes communication between parents and teachers difficult.

The three schools in the South Central Area which were the sites of the in-service workshops planned for this practicum, were Royal Green Elementary, Stirrup Elementary, and Everglades Elementary.

Royal Green Elementary is located in Kendall Lakes area. This school is located in an upper middle class neighborhood of single family homes and increasing property values. A survey by the 1980 census reveals that the median income is $29,346; over one-half of the people in the area own their own homes and two-thirds of the families have children. Royal Green Elementary has a student population of 55 percent Hispanic, 42 percent White, two percent Asian and one percent Black with 860 children in attendance at the start of the 1983-84 year. On the State Assessment Test for third and fifth grades, the students at Royal Green achieved well above district levels in both reading and mathematics (Appendix E). Royal Green has five exceptional education classes. There are three learning disabilities classes, one class for emotionally handicapped and one varying exceptionalities class. As of June, 1984, Royal Green had a backlog of more than 40 cases waiting for psychological evaluation.

Stirrup Elementary School can be found on the eastern boundary of the City of Sweetwater. This is a middle class blue-collar neighborhood.

The median income is $16,499 (Dade County Census, 1980). Over 75 percent of the families in this area are Hispanic and 80 percent of the families have children. Nearly 30 percent of the families own their own homes. Stirrup Elementary has a student population of 1,345 of which 1,206 are Hispanic, 122 are White and 13 Black (Appendix D). There is one learning disabilities class. Area office files indicate that were 35 cases awaiting psychological evaluation as of June, 1984.

Everglades Elementary School is located in the Westchester section of Miami. This is a middle-class neighborhood. The median family income is $22,006. More than half of the population of the area is Hispanic, with the other half White. Nearly 40 percent own their own homes which are single family dwellings. Almost 75 percent of the families have children (Census, 1980). As of October 1, 1983, Everglades Elementary had an enrollment of 796 students (Appendix F). There are two classes of special education. In June, 1984, there was a backlog of 38 untested cases. Some children had been waiting almost a year for evaluation.

The parents in these schools were considered cooperative and anxious to help their children succeed. Each school had an active Parent-Teacher Association that successfully raised funds for various educational projects related to the school program (Principal Interviews, 1984).

CHAPTER II

STUDY OF THE PROBLEM

A. Description of the Problem Situation

A priority for psychological services in Dade County Schools was to reduce the number of referrals for psychological evaluation. Presently, there are 73 school psychologists which must meet the demands of 250 schools. As of June, 1984, there were approximately 4,276 open but not tested cases. This included 1,912 initial evaluations, 579 gifted evaluations and 1,785 re-evaluations (Appendix G). The large number of re-evaluations existed because 15,000 exceptional students in programs at that time must be re-evaluated every three years.

The number of requests for evaluations and re-evaluations exceeded 12,000 cases per year. It is estimated that the backlog of 2,500 cases will remain and continue to increase (Appendix I). At the School Board Meeting of June 8, 1984, a request was made for eight additional psychologists. The request was made to reduce the backlog of cases requiring evaluation or re-evaluation and to evaluate the increasing numbers of private and parochial school students who were seeking exceptional student placement. In addition, there are increased demands of federal and state requirements which must be met, as well as, the need for providing therapeutic counseling for emotionally handicapped students.

The number of referrals was especially large in the South Central Area of Dade County Schools. This area encompasses a diverse ethnic population of students. In the summer of 1984, in the South Central Area, there were approximately 1,205 cases open for which no evaluation was initiated (Appendix G). Many of the psychologists in the area had case loads of 70 or more untested cases. These excessive referrals had caused a long wait for testing and placement.

Although the possible hiring of additional personnel and the contracting of cases had been discussed and, in the case of contracting had been implemented, the case loads could not be reduced as long as the schools continued to refer large numbers of cases each year. Many children referred for testing did not qualify for special programs. In the South Central Area from September, 1983, through Febuary, 1984, there were 3,957 untested cases open for psychological evaluation.

A perusal of the number of placements during that seven month period revealed that a majority of the referred children did not qualify for special education. There were 702 students given initial evaluations and 133 placements in programs. Analysis of the reasons that 569 students were not placed revealed that a significant number did not meet state criteria for placement. The large number of students who did not qualify suggested a need for more effective referral procedures at the school level (Appendix H).

Since the initial referral for testing usually comes from the classroom teacher, it appeared that the teachers needed to be better informed as to the types of students who are eligible for special education programs. At that time, the majority of placements were for learning disabled and mentally and emotionally handicapped programs. In January, 1983, there was a change of criteria for entrance into learning disabilities programs. Before that time, a child was placed if the psychologist identified a process deficit in the visual or auditory areas and if strengths and weaknesses were found in intelligence tests. After January, 1983, the Florida Department of Education imposed different criteria. The child must have a discrepancy of one or one and one-half standard deviations between his I. Q. score and his achievement score to qualify. A majority of teachers seem unaware of the change in entrance requirements.

Teachers have continued to refer the borderline child who seems unable to keep up with the rest of the class academically, but who does not have a discrepancy between intellectual capacity and achievement. The referral decision may be the most important decision which influences the final placement of students. Yet little research has been focused on the teachers' decisions to refer a student for evaluation. Ysseldyke, Algozzine and McGue, (1981) found no psychometric differences between students in LD classes and low achievers who had never been referred for psychological services. In a recent study it was reported that three to five percent of the school age population was referred for special education (Algozzine, 1982). Teachers seem unaware of criteria for placement and often refer children who are behavior problems or who disturb the class. There was little relationship between decisions reached for referral and the extent to which the assessment data supported those decisions. In light of such findings, it appears that the referral and placement process has been used as the only solution to student difficulties. This has

The problem of excessive referrals seems to exist, for the most part, in large cities. New York City has 20,000 open cases and Philadelphia, 6,000 cases open. Algozzine (1981) found that urban areas have the highest referral rate and the lowest number of students evaluated and placed in programs. In Dade County, the long waiting period for referred students to be tested has continually put a strain on compliance with Public Law 94-142.

THE PROBLEM THAT THIS PRACTICUM ADDRESSED IS THE NEED TO REDUCE THE LARGE NUMBER OF REFERRALS FOR PSYCHOLOGICAL EVALUATION CURRENTLY FOUND IN THE DADE COUNTY SCHOOLS.

B. Documentation of the Problem.

The problem of a backlog of cases was addressed at the June 8, 1984 School Board Meeting. At that meeting a request for contractual services was initiated to alleviate the current 2,500 backlog of cases. A contract was established between PSI Associates for 600 cases and with the currently employed school psychologists for 438 cases to be tested during non-working hours. These cases were to be completed between July 16th and October 31, 1984. (Appendix I) The School Board passed the contracting proposal because the number of untested cases in the Dade County School System had reached a critical stage. Many initial cases have been referred and left untested for more than a year. The documentation in reports from the four area offices of 4,276 open and not tested cases is proof enough that the problem of excessive referrals is an urgent one in the Dade County Schools.

The County Director of Program Services and Operations, Mrs. Martha Boden, met with the South Central Area psychologists in July, 1984. She stated that contracting of cases was only a temporary solution to an ongoing problem. Mrs. Boden felt that the reduction of referrals must come from the schools. Teachers and administrators must refer less students and find alternative methods of helping children.

In an interview with Adele Williams, South Central Area Director of Special Education, she stated that, "the high referral rate is the biggest problem in psychological services in the South Central Area". Although psychologists are spending 80 percent of their time testing children, the rate of referrals continues to rise.

Many parents and school administrators call the area director when they are angry about the long wait for testing. Children who might qualify for special education placement often wait many months for testing due to the large number of cases awaiting most psychologists in the schools.

Another problem, which is documented by the computer printout of Exceptional Student Operations (Appendix H) reveals that many students that are tested do not qualify for programs. There appears to be a need for teachers to be able to better identify those students who are likely to be eligible for programs. (Stewart-Lester, 1982)

C. Analysis of the Causes

There are many reasons for the backlog of psychological referrals. Several of those have been mentioned previously in this practicum. The following reasons are presented as most salient:

1) There are not enough psychologists to test the number of children referred. (Appendix I)

2) There are increasing societal influences which cause parents and teachers to refer children for evaluation (Ysseldyke, 1982)

3) There are increased demands to meet federal and state requirements as to evaluation and re-evaluation of students. (Appendix I)

4) There is an increasing feeling that special education is the only answer for children with academic and behavioral problems.

The need for additional psychologists was addressed during a budget planning cycle for the 1983-84 school year. The School Board denied the request for eight additional psychologists due to fiscal constraints. The need for additional psychologists to meet the demands of 250 schools plus those students in private and parochial schools still exists.

The increasing societal influences to find out what's "wrong" with a child has increased in the past decade. There often seems to be "a search for pathology". Placing children in special education is sometimes seen as a way to help, (Foster, 1983) Teachers seem to feel a "responsbility" to help children improve their academic abilities. Some fear lawsuits by the parents if they do not "do something to help the child academically". (Cheyney, 1984)

The increasing demands to maintain compliance with PL 94-142 regulations have increased the amount and frequency of testing for students needing re-evaluations. Since each child currently in special education must be re-evaluated every three years, the numbers of re-evaluations have soared. Presently, the backlong of re-evaluations is almost equal to the number of inital evaluations. (Appendix G)

The feeling among teachers and other professionals that referral and placement in special education is the "cure-all" for problem children exists in all parts of the country. (Foster, 1983) Several researchers suggest that appropriate interventions in the regular classroom are more productive for some students. Ysseldyke, Algozzine and Foster all suggest that considerations of the child's needs and a look at his strengths and weaknesses are an important intervention tool. Many teachers, when making a referral state: "I think this student could benefit from some learning disabilities resource help", but they do not give the reasons why they feel the child needs that program.

Generally, the schools have continued to refer many children despite the strict state criteria for entrance into programs. There are teachers who are unaware that criteria must be met and are disappointed when the children they refer are not placed.

D. Relation of the Problem to the Literature

The research reveals that most educators recognize the importance of the referral decision. There appears to be a number of concerns that teachers have regarding the referral process. In a study undertaken by Christenson and Ysseldyke in 1982, teachers reported that both institutional constraintsand external pressures influenced their referral decisions. Among the institutional constraints 33 percent of the teachers mentioned the length of time between the referral and evaluation and 40 percent of the teachers felt that discouragement by the professional receiving the referral was a constraint. Other organizational factors mentioned by teachers as constraintswere changing guidelines for placement, inadequate in-service training on behaviors indicative of a need for referral, and the"hassles" (paperwork, parent conferences, etc.) involved in the referral process. It was felt that an important influence in referral decisions was teacher variables, such as, teachers' knowledge of individual differences, willingness to modify the curriculum and tolerance of student behavior. External pressures such as federal and state guidelines and parental pressures were not as influential in referral decision making.

The reason a child is referred is often influenced by certain attitudes teachers have toward children. (Ysseldyke, 1982) A variety of student characteristics have been shown to influence the formation of decisions in referral. These characteristics include sex, physical attractiveness, behavior of student and socio-economic status. Tobias' study in 1982, found no difference in referral strictly attributed to a student's ethnic group, however, teachers were more likely to refer students from an ethnic group other than their own. As a group, Hispanic teachers were the least likely to refer students; Black teachers were next and White teachers were the most likely to refer students.

Stewart-Lester (1982) found that consultation between the psychologist and teacher before referral often resulted in elimination of unnecessary testing. Consultation allowed the teacher to determine when students were unlikely to qualify for special class placement, and to discuss alternatives to referral when testing would not solve the problem.

It was suggested by Cummings (1982) that the Child Study Team develop alternative educational plans (AEP's) for those referred students who are ineligible for special education. The AEP would be similar to the individualized education plan (IEP) that is arranged for the exceptional education child only the regular teacher would be responsible for implementation.

The referral process shows a good deal of inconsistency from one area of the country to another. Large urban areas had the most referrals and the lowest number of students evaluated and placed in programs.(Algozzine, 1981, 1983)(Gross, 1969) Teachers generally had a lack of information on the characteristics of the children evaluated. (Brightman, 1982)

Many teachers refer students in the primary grades since it is felt that children who begin special education early have a better chance to be remediated. (Comptroller General, 1981) The typical child referred is male and young. The referral process in the Dade County Schools have also revealed many inconsistencies. Some schools have an excess number of referrals, other schools have fewer. There are schools that refer many of their students who have academic or behavior problems. Other schools refer fewer students because they have other programs (Chapter I, Compensatory Education) which attend to student needs. Since Dade County is a large urban area, many of the problems of urban areas are manifest in the needs of the children in the school system. There is a higher referral of minority students, but students are referred for poor academic progress or behavioral problems in all ethnic groups (Williams, 1984).

In Dade County, as well as in other urban areas, tenuous relationships exist between reason for referral and psycho-educational assessment results (Dickson, 1981) (Special Education Operations, 1984). Teachers are often frustrated because the waiting period between referral and testing is excessive. Furthermore, the process is wasteful when it is decided that no special education service will be given to the child because he/she does not meet criteria for entrance into a special program.

It is clear that special education is big business. Algozzine (1983) reported that four million students are receiving special education service. The federal government assistance to states is over a billion dollars. Some school districts report that 21 percent of their school population are receiving special education services. The majority of special education children are learning disabled 32 percent, speech impaired 29 percent, and educable mentally handicapped 22 percent. The largest increases in the Algozzine report were in learning disabilities and emotionally handicapped placements.

The research reveals that Ysseldyke (1982), Algozzine (1982), Stewart-Lester (1982) and Foster (1983) all felt that consultations prior to referral would improve both referral and placement procedures.

There appears to be a need for reorganizing the system which we presently use to refer students for psychological evaluation. The entire referral to placement process is effected by the large numbers of students referred and the length of time it takes for completion of evaluations.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

A. Statement of General Goals

This practicum was designed to accomplish three main objectives:

(1) The primary aim was to reduce the number of referrals for psychological evaluation in three elementary schools in the South Central Area so that these schools can provide testing and placement of qualified students without unnecessary delays.

(2) The second aim was to more accurately refer children who will qualify for placement so that unnecessary testing will be reduced.

(3) The third aim was to provide teachers with information about referral characteristics, state criteria for placement and alternatives to referral so that they can become more selective when referring students for evaluation.

These objectives were to be accomplished by the introduction of in-service workshops for teachers at Royal Green, Stirrup and Everglades Elementary schools. These are high referral schools in the South Central Area. Presently Royal Green has 40 students awaiting testing, Stirrup has 35 students and Everglades has 38 students. In the 1983-84 school year approximately 52 per cent of the referred students were placed in programs at these schools according to area office records. Three one-hour workshops at each school were to be presented by this writer. The purpose of the workshops was to provide teachers with information about referral characteristics and state criteria for placement so they can more accurately select students for referral and become aware of alternatives to referral. The first two workshops concentrated on the need for entrance into special programs (Appendix K, L). The third workshop explored alternatives to referral for those students who will not qualify for placement (Appendix M). If the goals were realized, teachers would refer fewer students for psychological evaluation, more referred students would qualify for special programs and teachers would be more aware of referral characteristics, placement criteria and alternatives to testing.

B. Behaviors Expected, Assessment Instruments and Standards of Performance:

EXPECTED BEHAVIORS	ASSESSMENT INSTRUMENTS	STANDARDS OF PERFORMANCE
Number of referrals will be reduced after teachers receive in-service workshops	Area office records in June, 1984, and April,1985	There will be a 25% decrease in referrals at each school
More referred children will qualify for placement after teachers receive in-service workshops	Area office records in June, 1984, and April,1985	80% of the children referred will be placed in programs
Teachers will be more aware of referral characteristics, state criteria for placement and alternatives to referral after in-service workshops	Teacher evaluations of workshops after implementation	Teachers will indicate increased awareness of characteristics, placement criteria and alternatives by responding "Yes" to 90% of items in rating form

C. Positive and Negative Side Effects

The use of teacher workshops to reduce referrals for psychological evaluation may have side effects on both teachers and the children involved.

Positive side effects may be an improved perception of psychological services by teachers, parents and administrators. Parents, faculty and principals are often frustrated and annoyed because they cannot control the excessive waiting period between referral and testing. If there is a reduction of waiting time for evaluation and an increase of students qualifying for programs, the aforementioned persons may form a more positive outlook on the services provided by the entire exceptional education program.

Another positive side effect may be better relations between school psychologists and the Dade County School Board. Presently, several members of the School Board feel that the excessive numbers of referrals are a result of school psychologists not testing enough students (Board Meeting, 1984). If the numbers of referrals were reduced and the caseloads of psychologists became more manageable, the pressure to test might be aleviated.

A third positive side effect could be a facility of placement of children in the primary grades. Research reveals that placement in special education in the early childhood years is more productive than placement in the later grades (Algozzine, 1981). With reduction of the number of referrals and a better understanding of the characteristics and placement procedures, teachers may refer more primary children, who have a better chance of remediating their academic and behavioral problems.

A negative side effect may be that teachers and administrators may feel that workshops to reduce referrals are unnecessary. Many teachers feel that they do not refer excessively. Many administrators feel that the children they refer should all be placed in special education. These children require an excessive amount of teacher and administrator time because of academic or behavioral problems. Teachers care about the academic difficulties of their students. They want those who are not learning to receive help. If a child is not progressing a teacher is often intimidated by both administrators and parents. The teacher then refers the child to special education so they will not be blamed for the lack of progress.

Another negative side effect might be that teachers may resent the in-service meeting time and the need to give up planning time for the workshops. Teachers may perceive this as another "hassle" involved in referring students.

D. Description of Evaluation Instruments

The main evaluation instrument for this practicum was records compiled by the Dade County Public Schools

Exceptional Students Education Department at the South Central Area Office. Presently the area placement specialists, who are the representative of the area Exceptional Education Director, compile a list of the number of open cases, both for evaluation and re-evaluation. Furthermore, the placement specialist has a list of those students who are placed in programs at each school. The writer of this practicum examined the number of referrals and the number of referred children placed in programs both before and after the workshops using the records of the South Central Area Office.

The other instrument used was an evaluation form constructed by the writer to assess knowledge that teachers had gained regarding referral characteristics, state criteria for placement and alternatives to referral after the workshops were completed. The evaluation instrument consisted of ten questions. Each question could be answered "yes" or "no" by the teacher. Included was a question about overall positive or negative feelings about the workshops as well as questions about whether the information would be valuable to the participant in the future (Appendix N).

E. Description of Plans for Analyzing Results

The data obtained in this practicum was assessed after the completion of the implementation stage. The number of referrals and the number of children referred who qualified for placement was compared before and after implementation of the teacher workshops. The results were presented in terms of percentages of decreased number of referrals and increased placement of children referred and presented in Chapter V of this report. The workshops would be considered successful if there was a 25 percent decrease in referrals at each school and 80 percent of the children referred placed in programs. The Teacher Evaluation Of Workshops should indicate a 90 percent positive reaction to the workshops in order to be considered successful for the purposes of this practicum (Appendix N).

If this program is considered successful it might be considered for implementation at all schools throughout the South Central Area and the three other areas as a way to reduce the excessive referral rate and to properly deliver services to children with special needs. If the program did not meet anticipated standards, the reasons were to be analyzed and alternative procedures suggested.

CHAPTER IV

SOLUTION STRATEGY

A. Discussion and Evaluation of Possible Solutions

The possible solutions to the problem of excessive referrals have continued to be elusive. In the Dade County School System the long waiting period before testing has put a strain on compliance with Public Law 94-142. For this reason, the School Board has chosen to address the problem by contracting 1,038 cases with an outside agency and with school psychologists during non-working hours. This solution to excessive referral may temporarily reduce the backlog of 2,500 cases currestly found in the schools, but it is estimated that the backlog will continue to increase as a result of an anticipated 5,000 referrals for placement of students into the gifted program during the next two years (Appendix I).

The proposal for eight extra psychologists has been proposed to the School Board for the 1983-84 school year, but has not been adopted because of fiscal constraints. It has been determined that the existing caseload of 73 school psychologists is inadequate to meet the needs of 250 schools. The number of evaluations accomplished by school psychologists only partly reflects the duties which psychologists assume. Such responsibilities as Child Study Team meetings, placement conferences, consultations with staff, parents and community agencies, counseling emotionally handicapped students and observations in the classroom account for 20 percent of a psychologist's time. In addition, the testing of initial cases often must await the re-evaluation of 15,000 exceptional students. These students must be re-evaluated every three years in order to remain in special programs. Although the additional psychologists are needed, it is unlikely that the School Board will approve the new positions since they must reduce spending due to receiving less money than expected from the state budget for the coming year.

The solution to excessive referrals which appeared to be most workable was to reduce the numbers of referrals at the school level. Teachers are the primary initiators of referrals, and are the key to the referral decision (Christensen, 1982). Many teachers refer students who are not eligible for programs (Appendix H). This happens because teachers are often unaware of state criteria for placement in programs and because they are not sure which behavioral and academic characteristics are common in children in these programs. There was a need for in-service workshops to help teachers more easily identify those students who were likely to be eligible for programs. The rationale for the workshops was that when teachers are aware of the criteria and characteristics for entrance into programs, they will not continue to refer students who do not meet criteria for placement. This would reduce the number of referrals and insure that those students who are referred have a good chance of placement.

The writer of this practicum was aware that in order to implement teacher workshops, it would be necessary to determine which schools have higher referral rates. It would also be necessary to obtain the permission and cooperation of the Area Director of Special Education and the principals in the schools selected.

B. Description of the Justification for Solution Selected

A series of three in-service workshops for teachers were held at each of the three high referral schools previously discussed. The content of the in-service assumed that competent teachers care about the academic difficulties of their pupils. They want these students who are not learning to receive special help. In order to refer children who have the best chance of qualifying, the teachers received the following information in the first and second workshops presented during the first semester of the school year.

1. New state criteria for entrance into learning disabilities classes.
2. Criteria for emotionally handicapped students.
3. Identification and criteria for the educably mentally handicapped child.
4. Characteristics which are common to children in those three programs.

During the workshops, the teachers received a handbook prepared by this writer which facilitated understanding of referral characteristics and entrance requirements. The in-service included profiles of the types of children who often qualify for special programs. The teachers were encouraged to interact with the presenter (Appendix J).

The workshop consisted of three phrases: the presentation of the problem; the exploration; and the synthesis and application.

1. Presentation of the Problem - Participants

learned that there are large numbers of students who are referred who do not meet criteria for entrance. This means delayed testing and placement for those who might qualify. After the in-service, they knew how this affected children at their school.

2. Exploration - Participants learned reasons that children are not placed. Among these reasons are lack of awareness of criteria for placement and uncertainty about the academic and behavioral types which qualify for special programs. After the in-service, the participants knew reasons that referred children are not placed.

3. Synthesis and Application - During the first in-service workshop, participants received information about state criteria for learning disabilities. After the in-service they understood the formula of achievement versus intellectual function as the main criteria for entrance into learning disabilities.

In the second workshop, participants received information on criteria for entrance into emotionally handicapped programs. After the in-service, teachers were able to document behaviors on an anecdotal record form for those students referred with emotional problems. Information about criteria and identification of educably mentally handicapped was also presented (Appendix L). At the conclusion of the first and second workshops in each of the three schools, a follow-up with the counselors or administrators of the respective schools took place. This was necessary to aid the school with any situation they might encounter with referrals as a result of the workshops.

The third workshop took place during the second semester of the school year when teachers were searching for methods of dealing with students they have identified as problems. That workshop explored alternatives to referral for special education. The same format as the first workshop was employed.

There was a discussion of positive and negative aspects of special education. Several alternatives to special education were presented. They included a list of community based agencies and suggestions for tutoring group and incentive programs. An important part of the in-service was discussion and interchange of ideas (Appendix M).

At the completion of the workshops, a comparison of pre- and post-in-service referral and placement in program rates were made. A teacher evaluation of the program was conducted (Appendix N).

At the conclusion of the program, the following questions were to be answered:

1 Will the workshop reduce referrals in Royal Green, Stirrup and Everglades Elementary Schools?

2. Will more referred children qualify for programs at these schools?

3. Will teachers at the schools be aware of referral characteristics, state criteria for placement and alternatives to referral so they can better select students who need psychological evaluations?

4. What will be the referral rate at comparable schools that did not receive the workshops?

C. Calendar Plan for Implementation

April, 1984 - Discussed proposal with reviewer
April, 1984 - PPQ, Preliminary Literature Review approved by reviewer
May, 1984 - Search of literature conducted
May, 1984 - Approval of project from South Central Area Director
June, 1984 - Discussions with placement specialists and Area Chairman of Psychologists to decide appropriate schools to be used
June, 1984 - Meeting with Director of Special Education, re: case backlog
June, 1984 - Obtained permission from principals to use Stirrup, Royal Green, and Everglades

Elementary for practicum

July, 1984 - Prepared materials for faculty meeting workshops

Aug., 1984 - Completed Practicum proposal

Sept., 1984 - First workshop presented at Stirrup Elementary

Oct., 1984 - First workshop presented at Royal Green Elementary

Oct., 1984 - First workshop presented at Everglades Elementary

Nov., 1984 - Second workshop presented at Stirrup Elementary

Nov., 1984 - Second workshop presented at Royal Green Elementary

Dec., 1984 - Second workshop presented at Everglades Elementary

Jan., 1985 - Meetings held with administrators or counselors at three schools as a follow-up to workshops

Feb., 1985 - Third workshop held at Stirrup Elementary

Mar., 1985 - Third workshop held at Royal Green Elementary

April, 1985 - Third workshop held at Everglades Elementary

May, 1985 - Evaluation of program forms presented to

	- faculty at each school and results determined
May, 1985	- Evaluation of results of program
June, 1985	- Meetings with principals of three schools and area directors to discuss results
June, 1985	- Completed Practicum II Report and presented to reviewer.

D. Report of Action Taken

The general outline by the calendar presented in section C of this chapter was followed except for some notable deviations. The plan was for the writer to present three workshops at Stirrup, Royal Green and Everglades Elementary Schools to the entire faculty. The first two workshops were planned to inform the faculty of referral and placement criteria and the final workshop to present some alternatives to referral. It was impossible to fulfill this obligation entirely since the principal at Everglades only permitted this writer to give one workshop to the entire faculty. The second and third workshops were presented to three department heads only. The reason given for the change was that there were too many workshops which the teachers had to attend and no time could be allotted. It was obvious that the reduction of referrals was not a priority to the administration of the school. It was necessary to eliminate the teacher evaluation of the program at Everglades since the full faculty was not present at all of the workshops.

Some difficulty was encountered at all of the schools with setting dates for the workshops. The school year 1984-85 produced a large number of required workshops which teachers were required to attend in Dade County. Some principals seemed unable to complete all of the teacher in-service in the timetables they were given. For this reason any selective programs such as those this writer provided were considered expendable by the administrators.

All of the first workshops were presented in September and October, 1984. The second workshops were in November and December of 1984 and January of 1985. The third workshops were in March and April of 1985. The material presented was generally well received by many of the faculty members. There were a few teachers in each school who resented coming, felt they did not need the information, and were annoyed at having "more workshops." Two of the principals informed this writer that they had received some negative feedback from several teachers. They attributed this resentment to the many workshops which the teachers had been required to attend.

If this practicum is duplicated, it is recommended that a firm commitment be made by the administrators involved to provide time for the workshops. This should include firm dates. These workshops can be provided by the psychologist serving the school involved which should make the time and date commitment somewhat easier.

Some in-service points toward professional incentive increments for the teachers should be explored by those intending to duplicate the program. Teachers are often more cooperative and attentive if they feel that their after-school time in workshops also bring them credit.

The Teacher Handbook For Special Education (Appendix J) prepared by this writer was presented to all of the teachers. One hundred and twenty copies were distributed to the teachers at the three schools. A copy was also given to each of the seventeen psychologists who work at the South Central Area Office of Dade County Schools at their request.

Another handout given to each of the teachers during the final workshop was a list of Counseling

Services in the South Central Area which have payments on a sliding scale (Appendix O). Counseling was presented as one of the alternatives to testing. Each of the agencies was carefully selected by this writer through personal investigation and recommendations from school counselors.

The teacher evaluation of the program was presented in April with fifty-two responses obtained.

A comparison of open cases in the three selected schools pre-workshop in June, 1984, and post-workshop in April, 1985, was made using records obtained from the South Central Area Office (Table 1). Three high referral schools which did not have the workshops were also compared for those dates.(Table 2).

A comparison of the percent of referred children placed in programs pre- and post-workshop was also gathered as part of the information results.

This writer felt that the meetings with the administrators and the Area Director to discuss findings should be postponed until after the practicum was accepted. It was felt that it was more acceptable to discuss results with a completed report to present to them.

The writing of the practicum report and presentation to the advisor was completed on schedule by June, 1985.

CHAPTER V

RESULTS, CONCLUSIONS, RECOMMENDATIONS, DISSEMINATION

A. Results

This practicum was concerned with reducing referrals for psychological evaluations. As was previously stated, there were three general goals. The first goal was to reduce the number of referrals at three elementary schools which had a large backlog of cases. Those selected for the practicum were Royal Green, Stirrup and Everglades Elementary Schools. It was believed that referrals would be reduced if teachers were informed of the characteristics of children who might qualify for special education and were made aware of the state criteria for placement into programs. Three one-hour workshops were presented by this writer to provide teachers with this information. A *Teacher's Handbook for Special Education* was presented to each participant. The handbook was written as part of the practicum to provide teachers with referral and placement criteria (Appendix J).

The number of cases referred at each school was documentated in June of 1984 and again in April of 1985. After the workshops the number of cases referred showed a 51 percent decrease at Royal Green Elementary, a seven percent decrease at Everglades Elementary, and 53 percent decrease at Stirrup Elementary.

	June, 1984	April, 1985	Percent decrease
Royal Green	47	23	51
Everglades	40	37	7
Stirrup	32	15	53

Table One. Cases Referred Awaiting Testing: June, 1984 - April, 1985 - Workshops Schools

This decrease in referrals can be attributed to teacher awareness of placement criteria. It should be noted that there was some reduction of caseload by an additional psychologist completing some cases at Everglades and Royal Green, but this cannot explain the significant reduction in referrals encountered at both Royal Green and Stirrup. Results were not as significant at Everglades. The teachers at that school received only the first workshop which may have affected the results.

To further determine whether the workshops were helpful in reducing the number of referrals an examination was made of three comparable high referral schools which did not have the workshops. Results showed an increase of seven to 13 percent at those schools.

	June, 1984	April, 1985	Percent Increase
Greenglades	38	41	7
Kendale Lakes	40	46	13
Winston Park	42	42	Even

Table Two. Cases Referred Awaiting Testing: June, 1984 - April, 1985 - Non-Workshop Schools

The second goal of the practicum was to improve the placement rate of children who were referred for testing. It was determined in Chapter II that in the South Central Area, a significant number of referred children did not meet state criteria for placement into special education in the sample taken from September, 1983, to April, 1984. At the three schools selected for this practicum only 52 percent of the referred students were placed into programs.

During the implementation of the workshops, almost half of the time was spent in discussion of characteristics of children who are likely to qualify for learning disabilities, emotionally handicapped, and educably mentally handicapped classes. This information was stressed so that teachers would be less likely to refer "slow learners" and socially mal-adjusted children as possible candidates for the learning disabilities and emotionally handicapped programs.

After the workshops the placement rates at Stirrup, Royal Green and Everglades rose to 75 percent of the children referred. Part of this can be attrituted to a more thoughtful child study team and part can be attributed to the increased knowledge which teachers had obtained from the workshops.

The final goal was to provide teachers with information about referral and placement criteria and to discuss alternatives to referring students for special education testing. To determine the teachers' impression of the workshops, a questionnaire was presented at the conclusion of the third workshop. This was a ten question evaluation instrument to which fifty-two teachers responded. Positive responses were found in 82 percent of the recipients. Forty-two of fifty-two respondents felt that they had learned about characteristics of children they should refer and state entrance requirements for special programs. Positive feelings about the workshops, the intention to refer smaller numbers of students and the awareness of alternatives to referral for testing was found in 80 percent of the teachers who answered. Ten respondents gave negative answeres to all of the questions in the evaluation. This indicated that they did not want to be at the workshops no matter whether the material was useful or not useful to them.

The three goals of the practicum were met, although the standards of performance were not the same at each school. Stirrup and Royal Green significantly decreased referrals by over 50 percent while Everglades showed a seven percent decrease. A 25 percent decrease had been anticipated at each school before implementation. The placement rate at the three schools improved from 52 percent to 79 percent, but did not quite reach the 80 percent rate projected prior to the workshops. It is felt that this achievement was close enough to the projection to be considered successful. The teachers seemed to find the workshops valuable since 82 percent of the questions were answered positively. This did not reach the projected 90 percent which was anticipated in Chapter III. Considering the many personalities involved, the projected 90 percent was probably too high number to attain. The 82 percent positive responses shows that a significant number of participants found the information useful.

The implications of this practicum are evident. There can be a reduction of referrals at the school level when teachers are made aware of characteristics of children who need referral, of state criteria for entrance into special programs and given some alternatives to referral for testing.

One of the unanticipated outcomes of this practicum was that this writer learned that the priorities of principals can change during a school year. Unless a workshop is presented as a directive from a higher administrator, a principal may not choose to fulfill a previous commitment to present a program to his or her faculty. The principals involved in this study had difficulty agreeing on dates to present the workshops even though only three were presented at each school. One principal permitted this writer to give only one workshop to the entire faculty despite agreeing to the series of three at the beginning of the practicum. This difficulty with committed presentation dates was not anticipated before implementation and should be considered by anyone attempting non-required teacher workshops.

Another unanticipated outcome was the popularity of the Teacher's Handbook for Special Education among school professionals. This writer compiled the handbook for the practicum workshops. Many of the psychologists of the South Central Area requested copies to use at their schools. Placement specialists, assistant principals, principals and teachers at various schools also requested copies. Apparently they considered the information in the pamphlet useful. The other handout presented at the third workshop was Counseling Services in the South Central Area (Appendix O). It was equally popular. This writer has received continued requests for copies. It is evident that this type of information needs to be made available to teachers as well as student service personnel.

The anticipated negative side effects mentioned in Chapter III did occur during the implementation of the practicum. Some teachers resented the time spent at the workshops. Some mentioned that they "already knew" the information presented or that they did not want to give up planning time to attend workshops. Each of the principals mentioned that they had spoken to a few disaffected teachers who complained about having to attend "another workshop."

During the discussion period after the workshop, several teachers brought up the problems encountered when they do not refer students with difficulties. Parental pressure and accountability were among the items most frequently mentioned. Department heads at Everglades Elementary felt that they should continue referring students no matter how large the backlog if the child "really needed to be tested."

These negative side effects had been anticipated. It is felt that the workshops were successful and the goals were accomplished despite the few negative effects.

B. Conclusions

To summarize the results of the practicum for the reader, all of the desired results were realized. The workshops reduced referrals at Royal Green (51 percent), Stirrup (53 percent), and Everglades (seven percent). More referred children qualified for special programs at these schools (79 percent). The teacher evaluation forms showed that the recipients of the workshops were more aware of referral characteristics, placement criteria, and alternatives to referral. Furthermore, the referral rate was higher at comparable schools that did not receive the workshops.

The materials prepared for the practicum including the handbook for teachers and the counseling agencies were found to be particularly valuable for teachers and other pupil personnel professionals.

It can be concluded that the plan to reduce referrals in the South Central Area was successful in the three schools in which it was implemented.

C. Recommendations For Someone Implementing the Study

1. Firm dates for workshops should be made in advance with the principals of the schools involved. They need to understand that the program cannot succeed without a strong commitment from them.
2. A way to get teachers more interested in attending might be to arrange for professional incentive credits for the workshops. Workshops should preferably be scheduled on Wednesdays when students leave school early.

3. Whenever many teachers and administrators are involved, planning, effort and patience are necessary to maintain good communication between the presenter of workshops and the recipients.
4. An essential part of the workshops is the proper presentation of the Handbook for Teachers. Questions and discussion among the recipients should be encouraged.

D. Dissemination

The practicum will be disseminated to the South Central Director of Special Education, the Area Superintendant and the County Director of Program Services for Special Education. A copy will also be made available for the three principals of Stirrup, Everglades and Royal Green Elementary Schools. The Teacher's Handbook for Special Education has already been disseminated to the faculties at the three schools and all the seventeen psychologists at the South Central Area. The list of Counseling Services (Appendix O) has also been given to the above named people and to certain counselors and placement specialists at area schools.

It is felt that workshops such as those described in this practicum can be presented to faculties at every school in Dade County by the school psychologists. The handbook and counseling list is a useful tool for those educators interested in the proper educational placement of children.

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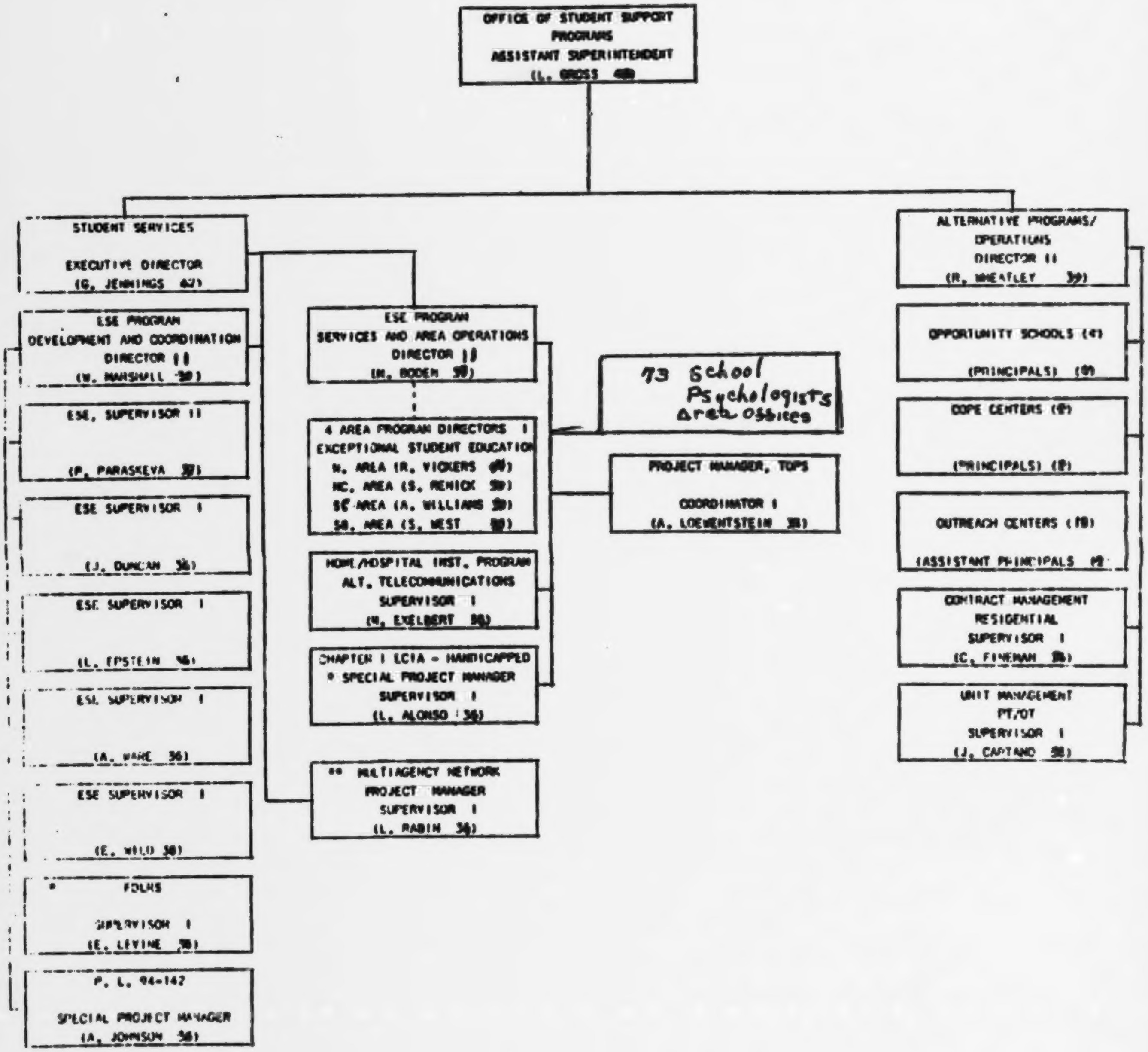
APPENDIX A

ORGANIZATIONAL CHART

ORGANIZATIONAL CHART
1983-84


OFFICE OF STUDENT SUPPORT PROGRAMS
ASSISTANT SUPERINTENDENT
(L. GROSS 40)
STUDENT SERVICES
EXECUTIVE DIRECTOR
(G. JENNINGS 42)
ESE PROGRAM
DEVELOPMENT AND COORDINATION
DIRECTOR II
(W. MARSHALL 39)
ESE, SUPERVISOR II
(P. PARASKEVA 37)
ESE SUPERVISOR I
(J. DUNCAN 36)
ESE SUPERVISOR I
(L. EPSTEIN 36)
ESE SUPERVISOR I
(A. WARE 36)
ESE SUPERVISOR I
(E. WILD 38)
* FDLRS
SUPERVISOR I
(E. LEVINE 38)
P. L. 94-142
SPECIAL PROJECT MANAGER
(A. JOHNSON 36)
ESE PROGRAM
SERVICES AND AREA OPERATIONS
DIRECTOR II
(M. BODEN 39)
4 AREA PROGRAM DIRECTORS I
EXCEPTIONAL STUDENT EDUCATION
N. AREA (R. VICKERS 40)
NC. AREA (S. RENICK 39)
SC AREA (A. WILLIAMS 39)
SO. AREA (S. WEST 39)
HOME/HOSPITAL INST. PROGRAM
ALT. TELECOMMUNICATIONS
SUPERVISOR I
(M. EXELBERT 36)
CHAPTER I ECIA - HANDICAPPED
* SPECIAL PROJECT MANAGER
SUPERVISOR I
(L. ALONSO 36)
** MULTIAGENCY NETWORK
PROJECT MANAGER
SUPERVISOR I
(L. RABIN 36)
73 School Psychologists Area Offices
PROJECT MANAGER, TOPS
COORDINATOR I
(A. LOEWENTSTEIN 38)
ALTERNATIVE PROGRAMS/
OPERATIONS
DIRECTOR II
(R. WHEATLEY 39)
OPPORTUNITY SCHOOLS (4)
(PRINCIPALS) (4)
COPE CENTERS (2)
(PRINCIPALS) (2)
OUTREACH CENTERS (18)
(ASSISTANT PRINCIPALS 18
CONTRACT MANAGEMENT
RESIDENTIAL
SUPERVISOR I
(C. FINEMAN 36)
UNIT MANAGEMENT
PT/OT
SUPERVISOR I
(J. CAPTANO 38)

BEST COPY AVAILABLE

APPENDIX B

REFERRAL PACKET FORMS

TO ____________
DATE OPENED ____________
DATE CLOSED ____________
CASE # ____________

Dade County Public Schools

Exceptional Student Education

M-TEAM REFERRAL FORM
(Initial Evaluations Only)

Student's Name ____________ *Last* ____________ *First* ____________ *Middle* Sex ______ DOB ______ Grade ______

Address ____________ *Number & Street* ____________ *City* ______ *Zip* Home Phone ____________ STD-ID# ____________

School ____________ Ethnic Origin 1 2 3 4 5

Parent or Guardian ____________ Phone ____________

Referral Initiated by ____________ Room # ____________

Reason for Referral ____________

Bilingual Testing Required: ☐ Yes ☐ No (Attach test results for English proficiency.)

CHILD STUDY TEAM REPORT/STRATEGIES EMPLOYED: (State date initiated, duration and results for each strategy. A minimum of two documented parent conferences are required for learning disabled (SLD) and emotionally handicapped (EH) students. Indicate date, persons attending and outcome).

1. ____________
2. ____________
3. ____________
4. ____________

CST MEMBERS:

1. ____________
2. ____________
3. ____________
4. ____________
5. ____________
6. ____________

PSYCHOLOGIST

____
PRINCIPAL

____
DATE

878 1702

*White copy for Area Office – Pink copy for Cumulative Folder

MIS 22561 (06 81)

DADE COUNTY PUBLIC SCHOOLS
DEPARTMENT OF EXCEPTIONAL STUDENT EDUCATION

NOTICE OF INTENT TO CONDUCT AN EVALUATION
PARENTAL CONSENT FOR EVALUATION

CHILD STUDY TEAM TO COMPLETE THIS SECTION

DATE ____________________

____________________ SCHOOL ____________________

____________________ CONTACT PERSON ____________________

ADDRESS ____________________

____________________ TELEPHONE ____________________

Dear ____________________:

Based on the referral of ______________________________,

the Dade County School System is recommending that your child, ______________________________, be evaluated to help plan an educational program which best meets his/her needs.

School personnel have carefully reviewed your child's educational records, and have based the need for a referral for evaluation upon information, and recommendations received from teachers and other personnel who are familiar with your child.

A Multidisciplinary Team (M-Team) of evaluation specialists, to include a specialist in school psychology, will select specific tests, reports and procedures based on your child's needs as indicated below.

______ Intellectual ability
______ Academic achievement
______ Vision screening or evaluation
______ Hearing screening or evaluation
______ Speech screening or evaluation
______ Language screening or evaluation
______ Social/development history
______ Medical evaluation
______ Behavior observations
______ Learning abilities
______ Anecdotal records
______ Records from other agencies
______ Other ______________________________

An explanation of the results of the evaluation will be provided to you upon request.

Both federal and state regulations require that you be informed of your rights in this matter. These rights are described for you in the Procedural Safeguards printed on the back of this page. Please read this form carefully before you sign and return the consent form.

Please feel free to contact the representative named above if you have any questions.

PARENTAL CONSENT FORM FOR EVALUATION

PARENTS TO COMPLETE THIS SECTION

Dear ____________________:

I am in receipt of the Notice of Intent to Conduct an Evaluation for my child, ______________________________. I understand the reasons and the description of the evaluation process that you provided and have checked the appropriate line below.

______ Permission is given to conduct the evaluation as described.
______ I do not give my permission for an evaluation.
______ A conference is requested to discuss the proposed evaluation "before granting permission".

____
Child's Name

____
Parent's Signature

____
Date of Birth

____
Date

WHITE – Student's Cumulative Folder   YELLOW – Parent   PINK – Psychological Services Folder

878-1729

MIS-12560 (06-81)

Dade County Public Schools

Exceptional Student Education

M-TEAM REFERRAL FORM

DO NOT WRITE IN THIS SPACE
TO: ____________________
DATE OPENED: ____________
CASE NUMBER: ____________
DATE CLOSED: ____________

Prepare in Duplicate

RE-EVALUATION

STUDENT'S NAME ____________________ (Last First Middle) SEX __________ DOB __________ GRADE ______

ADDRESS ______________________________ (Number & Street City Zip) HOME PHONE __________ PDBS __________

SCHOOL ____________________ SPECIAL CLASS ____________ ETHNIC ORIGIN 1 2 3 4 5 (circle one)

PARENT OR GUARDIAN ____________________ OCCUPATION ____________ BUS. PHONE ______

REFERRAL INITIATED BY ______________________________ (Name & Title)

REASON FOR REFERRAL ______________________________

RE-EVALUATION BATTERY recommended by Child Study Team (CST):
(CD, EH, EMR, require complete battery)

_____ Complete Battery
_____ Intellectual
_____ Adaptive Behavior
_____ Academic
_____ Projective
_____ Other ____________________
_____ Teacher Observation/Anecdotal Records
_____ Social History

_____ Communication Assessment
_____ Clinical Interview/Observation
_____ Medical/Sensory
    _____ Vision
    _____ Hearing
    _____ Speech
    _____ Language
    _____ Medical
_____ Bilingual Testing

CST Members Present:

* ____________________ ____________________
School Psychologist

* ____________________ ____________________
ESE Teacher

* ____________________ ____________________
CST Team Chairperson

* Required Membership

____
Date of CST Meeting

DADE COUNTY PUBLIC SCHOOLS

DEPARTMENT OF EXCEPTIONAL STUDENT EDUCATION

NOTICE OF INTENT TO CONDUCT A REEVALUATION

DATE: ____________________

BEST COPY AVAILABLE

____

____

____

____

Dear Parent:

State Board of Education Rules require that all students identified and placed as exceptional students, requiring special education and related services, be reevaluated by the local school system at a minimum of once every three years. Based on this requirement, school personnel have carefully reviewed the educational records of your child, ____, and submitted a referral for the reevaluation. The results of the reevaluation will be utilized to help plan an educational program which best meets his/her needs.

A Multidisciplinary Team (M-Team) of evaluation specialists, to include a specialist in school psychology, will select specific tests, reports, and procedures based on your child's needs as indicated below:

______ Intellectual ability
______ Academic achievement
______ Vision screening or evaluation
______ Hearing screening or evaluation
______ Speech screening or evaluation
______ Language screening or evaluation
______ Social/development history
______ Medical evaluation
______ Behavior observations
______ Learning abilities
______ Anecdotal records
______ Records from other agencies

______ Other ____

When the report has been completed, the results of the evaluation will be discussed with you. You will be afforded the opportunity of assisting the M-Team in planning your child's Individualized Education Program (IEP).

Both federal and state regulations require that you be informed of your rights in this matter. These rights or "Procedural Safeguards" are described for you on the back of this letter. Please read them carefully.

Should you have any questions or concerns about the reevaluation procedure, please contact the person named below within ten days of receipt of this letter.

SCHOOL CONTACT PERSON: ______________________________

ADDRESS: ______________________________

TELEPHONE NUMBER: ______________________________

Original : Parent
Pink : M-Team (Referral)
Yellow : Cumulative Folder

878 1737

MIS-12566 (06-81)

This report is to be typed by the school together w/ the psychologist's report.

PAGE 1

MULTI-DISCIPLINARY TEAM REPORT

DENT'S NAME ______________________ DOB __________ CASE __________

REASON FOR REFERRAL

II. SOCIAL/DEVELOPMENTAL HISTORY

Family Background:

Developmental History and Medical History:

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Home and Neighborhood Relationships

School Relationships (Strengths/Weaknesses):

Outside Agencies:

Adaptive Behavior

APPLICABLE ☐ NOT APPLICABLE ☐

Adaptive Behavior Scale was administered by the visiting teacher, with ______________________________ as informant. The student scored an age equivalent of ____________ years, which is _______________ years below/above (CIRCLE ONE) his chronological age.

PARENTAL CONCERNS:

ADDITIONAL INFORMATION:

This report was compiled by __________________ Visiting Teacher on ___________

DADE COUNTY PUBLIC SCHOOLS
DIVISION OF EXCEPTIONAL STUDENT EDUCATION

OBSERVATION OF STUDENT BEHAVIORS*

STUDENT'S NAME ______________________ BIRTHDATE ______________________

REFERRING TEACHER ______________________ SCHOOL ______________________

GRADE: ________ (for re-evaluations) EXCEPTIONALITY ______________________

DIRECTIONS: Identify characteristics which you feel are interfering with the student's functioning in your classroom. Estimate the severity of the behavior by placing an "X" in the appropriate column according to the code. Provide descriptions for behaviors exhibited excessively.

CODE: 1 - *Sometimes* 3 - *Excessively*
2 - *Frequently* NA - *Not Applicable* or *Not a Problem*

*Two (2) observations are required; one (1) must be done by the student's teacher.

		1	2	3	NA
I.	a) Acts impulsively				
	b) Talks out inappropriately				
	c) Appears hyperactive				
	d) Does not attend to task at hand				
	e) Lacks bladder control				
	f) Cries				

Descriptions: ______________________

		1	2	3	NA
II.	a) Exhibits muscle spasms				
	b) Stutters				
	c) Cannot speak in front of others				
	d) Manifests fear of school				
	e) Becomes ill when upset or frustrated				
	f) Demonstrates inappropriate mood changes				

Descriptions: ______________________

		1	2	3	NA
III.	a) Demonstrates pervasive expectation of failure				
	b) Avoids competitive activities				
	c) Prefers tasks considerably below instructional level				
	d) Selects overly difficult classroom tasks				

Descriptions: ______________________

		1	2	3	NA
IV.	a) Daydreams				
	b) Avoids verbal communication				
	c) Does not participate in class activities				
	d) Avoids other children				
	e) Is ridiculed by peers				
	f) Is ignored by peers				
	g) Takes things belonging to others				

SUSPENSION RECORD

Date	Reason(s)

WHAT STEPS HAVE YOU TAKEN TO HELP THE STUDENT IMPROVE THE ABOVE BEHAVIORS?

ACADEMIC PERFORMANCE

ESTIMATED READING GRADE PLACEMENT

ESTIMATED ARITHMETIC GRADE PLACEMENT

DESCRIBE WRITING ABILITY

DESCRIBE LANGUAGE ABILITY

BASED UPON YOUR EXPERIENCES WITH THIS PUPIL, DO YOU BELIEVE A SIGNIFICANT DISCREPANCY EXISTS BETWEEN THIS PUPIL'S ABILITY AND HIS ACHIEVEMENT?

WHY?

TEACHER'S SIGNATURE: DATE:

PRINCIPAL'S COMMENTS

PRINCIPAL'S SIGNATURE: DATE:

MIS-21692 REV. (07-79)

Dade County Public Schools

DEPARTMENT OF EXCEPTIONAL STUDENT EDUCATION

STUDENT OBSERVATION FORM

Student's Name ____________________ School ______________ DOB ________

Teacher ________________________ Grade/Placement __________________

Observer ______________________ Title ___________________________

Description of setting:

Date:

Time:

Observations:

DIRECTIONS:

This form is to be used by a professional other than the teacher for the purpose of recording behavior within the school setting.

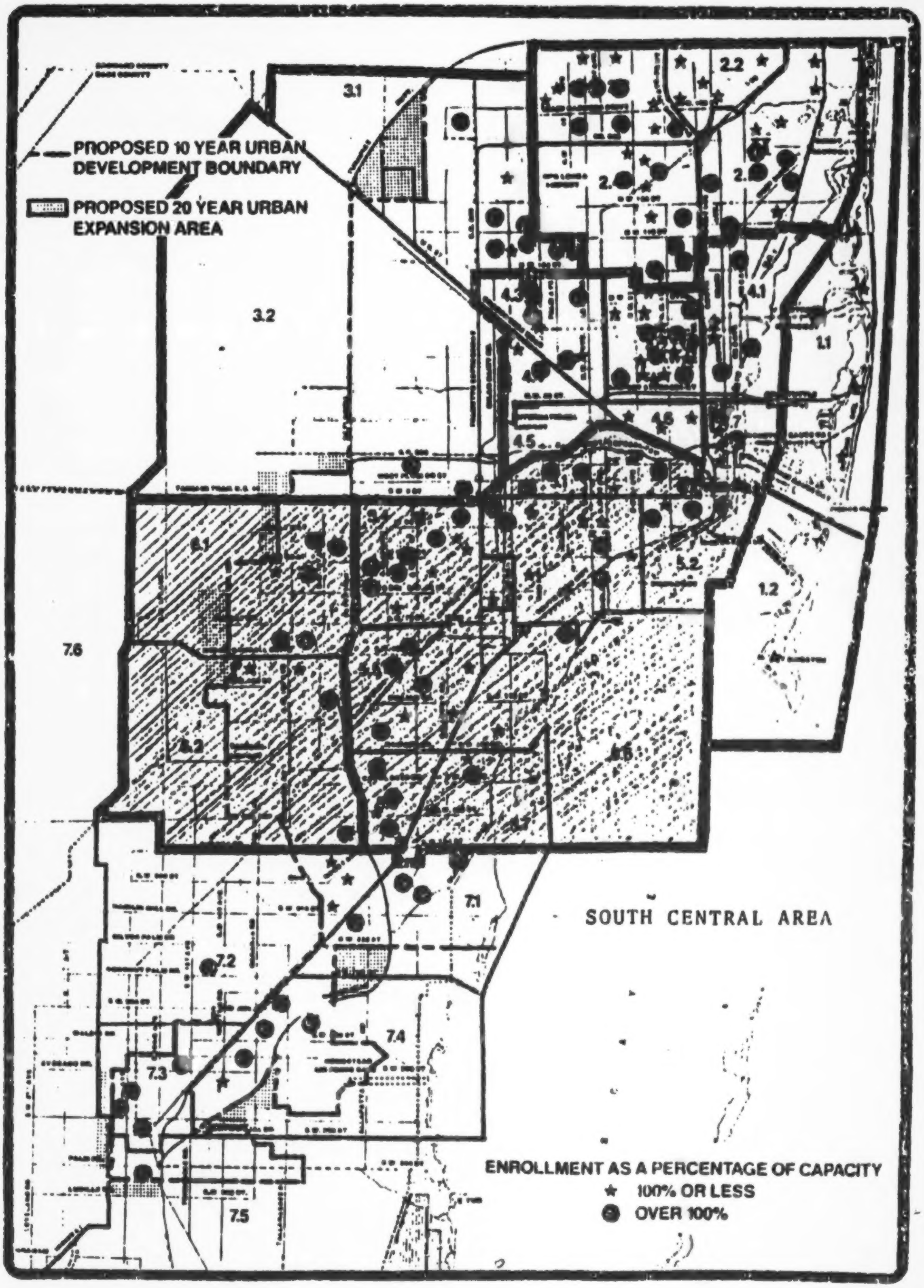
Form # 878-1567

MIS-22479 (01-81)

APPENDIX C

MAP OF THE AREA

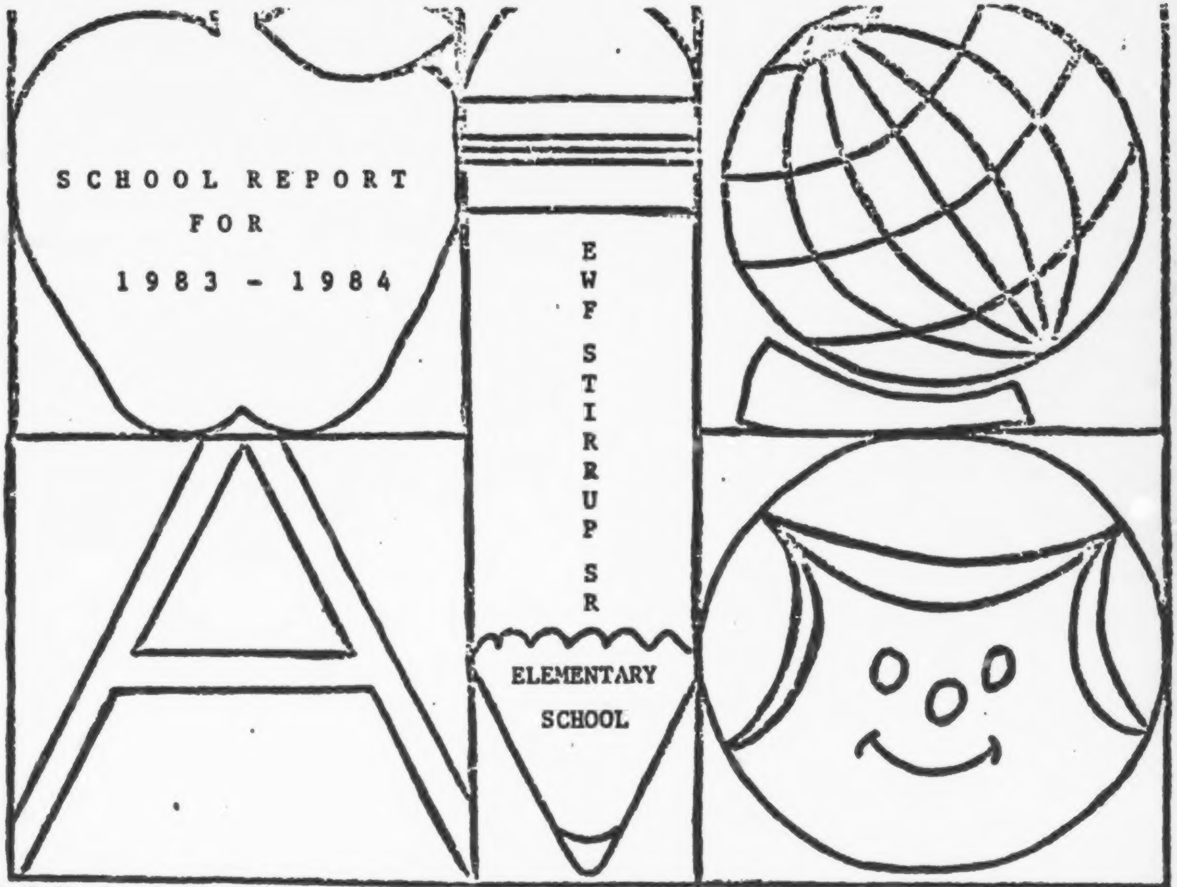
BEST COPY AVAILABLE


PROPOSED 10 YEAR URBAN DEVELOPMENT BOUNDARY
PROPOSED 20 YEAR URBAN EXPANSION AREA
3.1
3.2
2.2
2.4
2.3
4.3
4.1
1.1
4.5
4.6
6.1
5.2
1.2
7.6
6.2
6.5
7.1
7.2
7.3
7.4
7.5
SOUTH CENTRAL AREA
ENROLLMENT AS A PERCENTAGE OF CAPACITY
★ 100% OR LESS
● OVER 100%

MAP OF AREA INCLUDING
ELEMENTARY SCHOOLS

APPENDIX D

SCHOOL REPORT - STIRRUP ELEMENTARY



SCHOOL REPORT FOR 1983 - 1984

EWF STIRRUP SR
ELEMENTARY SCHOOL

DADE COUNTY PUBLIC SCHOOLS Miami, Florida

APPENDIX E

SCHOOL REPORT - ROYAL GREEN ELEMENTARY

D C
P S

Royal Green Elementary

School Report

82 ~ 83

This is our 10th. Annual Report. During the past 10 years there have been a great many changes in the population and personnel at Royal Green. Our school presently has four firm boundaries which, naturally, will stabilize our school population and no excessive growth is anticipated. We are comfortable in our school plant. We have only one relocatable remaining. There were 804 students registered for the first day of school and the school year closed with 883 students as its membership. This is not really a sign of growth but just a natural phenomenon that occurs in elementary schools from the beginning of the year to the close of the year.

Physically our plant had the following changes:

- -The exterior of the school was painted during the summer of "82".
- -The entire interior of the building was painted during the summer of "83".
- -The sliding doors on each side of the Commons Area were enclosed with sound proof partitions, with bulletin boards added.
- -A small partition with two doors was constructed in front of the office creating a foyer which has been a buffer between the office area and the Commons Area which is used as the cafeteria.

Some of our goals were:

1. To improve the implementation of the total curriculum.
2. To oversee needs with reference to maintenance and capital improvement.
3. To improve the quality of the bilingual programs.
4. To expend funds within the alloted budget appropriately.
5. To monitor the delivery of special programs such as Compensatory Education, PREP and the Exceptional Student Program.
6. To initiate and pilot the use of the TADS program of teacher observation and evaluation.
7. To encourage active community participation in school.
8. To insure that parent-teacher conferences take place as needed.
9. To monitor the total operation with reference to the safety of students in and around the school.
10. To provide inservice and implementation of the Assertive Discipline program.

The information on the additions would attest to the fact that there was a concentration on goal #2. We met all of our goals to varying degrees with special emphasis on the following two:

Number 6 - Royal Green was one of the pilot schools using the TADS observation process. All teachers were observed and evaluated based on the criteria outlined in this observation program. This is a new program and it proved to be an excellent start toward improving observation processes and improving the delivery of the curriculum by classroom teachers.

Number 10 - The entire faculty participated in an Assertive Discipline workshop which was held monthly during the school year. Assertive Discipline is an in depth approach to classroom and school management that assists educators to develop the skills necessary to establish a classroom atmosphere conducive to learning. The approach to classroom control is based on positive discipline. Positive discipline is based upon a system of consistent control methods. The faculty participated in developing school-wide rules, consequences and rewards. Behavior contracts were sent home with each student for parent signature. The emphasis was to develop a positive mental attitude with the faculty and the students. This approach proved to be extremely effective.

There were five classes each of Kindergarten, 1st. grade and 6th. grade and four classes each of 2nd. grade, 3rd. grade, 4th. grade and 5th. grade. The ethnic composition of the student population consisted of 55% Hispanic, 42% White Non-Hispanic, 2% Asian and 1% Black Non-Hispanic. The classroom pupil-teacher ratio held steady for a while, but started to get high in October 1st. Hourly aides were provided to assist the teachers in those grade levels where the pupil-teacher ratio was too high.

An area of deep concern to all of us is pointed out by the following figures. The retention rate of students Kindergarten through 6th. grade was approximately 10% and in addition 5% of the students were administratively placed because of a previous retention. The retention rate was increased partially by the fact that this was the first year in the history of Dade County when Kindergarten students could be retained by their teacher without parent approval. The figure still concerns us because there appears to be a pattern of increased retentions which we believe may be caused by the fact that the Pupil Progression Plan and the Performance Objectives exist, the State requirement that students meet minimum standards in order to be promoted and it appears that more and more of our students are not addressing themselves to being concerned about an education. These are areas that we will have to look at very closely together.

The Dade County School System took an extremely important step last year. There had been a great concern with the Stanford Achievement Test scores of children, the schools, and the total system had extremely high scores compared to the national level. The feeling was that the scores were inflated and that a new test would have to be administered which was more realistic. A new test was devised and administered to all of the Dade County schools. The new test was a much more difficult test but according to the experts, much more reasonable for all of the Dade County schools. The results were that all of the test scores appeared to drop. This was not really true but it did put all the schools in the position of not being able to get any results regarding progress until a second test was administered. This test has not yet been administered so there is really no way to show progress between the two tests. We are not concerned about our school test scores because we were able to measure them against the county scores and we were slightly higher than the county scores in all areas.

On the State Assessment scores the 3rd. grade students scored a 93 in reading, a 97 in writing and a 92 in mathematics. All three of these scores were above the district-wide average. The 5th. grade students scored a 96 in reading, a 93 in writing and a 94 in mathematics. All three of these scores were well above the district-wide average. We should make you aware of the fact that in attempting to raise the levels of students in basic skills the State Superintendent has raised the minimum score from 70 to 80 to be classified as non-deficient.

In reviewing both these types of scores I feel you should be appraised of the fact that an overall score for a grade or a school really does not tell you much about your child. You should study the score sheets that are sent to you and, if necessary, review them with your child's teacher to get an interpretation of what the results mean for your child. The major purpose of standardized scores is to alert the school and the school system regarding the need for possible curriculum change. When test results are returned to us you will receive a copy of your child's test scores.

The staff of Royal Green consisted of two administrators, 31 classroom teachers, 5 Exceptional Child teachers, 4 bilingual teachers, 2 physical education instructors, 2 music instructors, 1 art instructor, 1 ESOL instructor, 1 Media Center specialist, 1 Counselor, 2 clerical persons, 1 After School Care clerk, 2 full time aides, 3 hourly aides and 5 custodians. In the After School Care Program there were, in addition, 2 After School Care managers and 5 workers. Every instructional person at Royal Green is fully certified. The extensive curriculum at Royal Green provides for reading and mathematics being taught using a diagnostic prescriptive approach. Each student is pre-tested in these areas and is taught the objectives that he/she is deficient in. Each student moves at his/her own rate and post-testing shows the teacher which skills have been mastered and which skills need to be taught.

The PREP program was a highly successful one. We offered the best instructional program we could design to meet our student's individual needs. The instructional objectives were based on scores and the results of academic assessments and health screening. Dr. James Hoff, noted psychologist from Miami Children's Hospital and Mrs. Elena de Valle from the Family Life Education program were guest speakers who held group meetings with our parents. Free activity calendars were sent home to all our students.

The Compensatory Education program,which is geared to students who are extremely low in reading or mathematics,is scheduled as an after school activity. Students in this program are tutored in the basic skills for 1 hour in reading or math or both. This program is in addition to the program that is carried on during the regular school day.

The bilingual program consists of 4 components:

1. ESOL (English For Speakers of Other Languages). This program provides English activities for students who do not have an adequate command of the English language. When students are considered bilingual and pass the exit test they're phased out of this program.
2. BCC (Basic Curriculum Content). This program provides curriculum content in Spanish for those students who are unable to understand English. They remain in this program until such time as they are considered completely independent in the English language. This program is offered to students with other native language abilities by teachers who are specifically trained in those languages.
3. Spanish S (Spanish for Spanish Speaking Students). This program continues to expand the Spanish abilities of students who are of Spanish origin. These students are taught to read, write and continue to expand their speaking abilities in their native tongue.
4. Spanish SL (Spanish for English Speaking Students). This program is offered to English speaking students and provides them with opportunities to learn to speak Spanish in order to assist them in an area where Spanish is becoming such an important language.

The remainder of the curriculum offerings are sort of traditional, examples being health, safety, science, geography, social studies, etc.

The homework policy provides for homework 4 days a week except on Friday and is closely monitored. Teachers communicate with parents to keep them informed of their child's responsibility concerning homework. Once parents become aware of the policy there is usually an improvement in the homework that is being completed and returned. Parents assistance in this area is critical.

The county expenditures for Royal Green were $1,730,500.00; the amount directly controlled by the school was approximately $103,000.00. The first figure includes all salaries, the second figure includes materials, equipment, supplies, utilities, repairs, etc. To supplement these funds the school earned $2,285.00 last year from a combination of selling students pictures and interest on a savings account. The expenditures from this fund were $2,906.00 for equipment, educational needs, improvement and maintenance. These are school controlled funds and this fund balance is carried over from year to year.

Our facilities are used by Boys Scouts, Cub Scouts, Brownies and Girls Scouts and various other groups involving students. Our facilities are also used for elections and are readily available to any non-profit group that is in need of a meeting place.

Royal Green had an After School Care program which was self-sustaining. The average number of students who remained after school was 100. This is the figure that kept it a self-sustaining program at no cost to the school system. This was the first year of the After School Care program and we feel that it was highly successful and, obviously, a service to our community.

The PTA started the school year with an Open House. The new officers of the PTA were introduced and the Volunteer program was initiated for the new year. The PTA had a great deal of success in starting and supporting the Parent Effectiveness Training programs here at Royal Green. It had a successful fund-raising activity which resulted in being able to provide funds for adding a new partition to the school and the bulletin boards. The membership drive was successful and the classrooms having most success in both fund raising and membership were honored with an ice cream party. The PTA ended up the school year with a Book Fair and the proceeds went to the Media Center.

The parents of the Royal Green community were an active group in the School Volunteer program. They assisted with health screening, helped the teachers in their classrooms, assisted with field trips, PTA activities and did translations in classes when needed. We also had a very interesting program in the evening. It was called Parent Effectiveness Training which was given in English and Spanish in order to help parents to handle sibling rivalry and alleviate family stress. Another program was "Will Your Family Survive the 80's?". This was an interesting and informative presentation to concerned parents who worry about drugs, what effect they could possibly have on our children today. We were very proud to receive the Golden School Award for having over 1600 volunteer hours. At the end of the year volunteers were honored by having a brunch during which Certificates of Appreciation and a gift were given to each volunteer who graciously gave of their time. Pins were also awarded to volunteers who did more than 150 hours of volunteer work during the school year. A gift was also given to the Outstanding Volunteer of Our School. Volunteers are always welcome and greatly appreciated in our school.

The Royal Green Citizen Advisory Committee provided an open forum. This chance to sound off was an excellent means of exposing issues. Projects for improving the Royal Green and Miller's Pond parks were suspended due to budget cut-backs, but will be proposed again. Though Royal Green was quiet, there were many things going on around us. In our interactions with the Regional Citizen's Advisory Committee, we voted on county issues, such as increasing the high school requirements. Our greatest benefits have been in the understanding of the public school system and how to get the most out of it for our children.

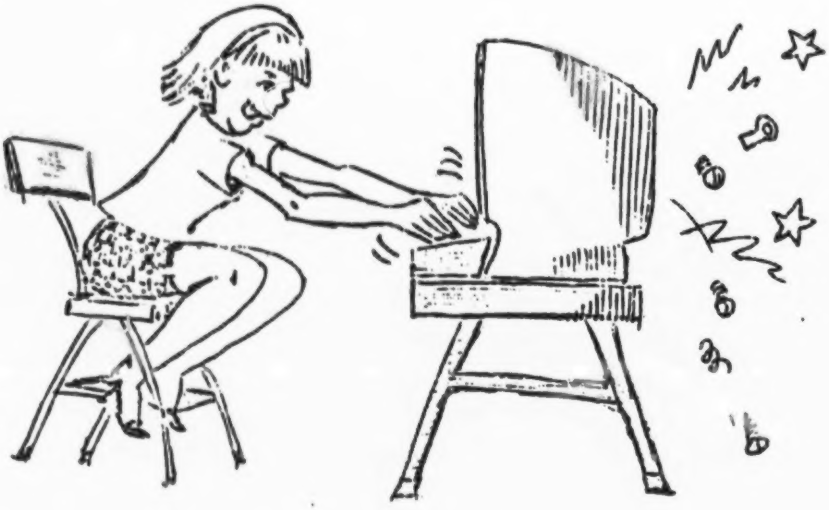
It is apparent from the atmosphere in the school that the students have excellent attitudes toward their school and their teachers. This can be attributed to the fact that the faculty at Royal Green is a caring group and is concerned with assisting the child in any way possible, up to, and including assisting students in being placed in special facilities based on psychological evaluations. Any parent who wishes to visit and/or talk to any of the personnel at Royal Green has this opportunity. Probably one key item that would demonstrate the attitudes of our community toward the school is that during this year there were 39 students who transferred from private or parochial schools to Royal Green Elementary, while only 4 transferred out of Royal Green to a private or parochial school.

I'm sure that all of you are aware that Dade County has a Code of Student Conduct which is brought to the attention of our students and our parents early in the year. Each teacher has a discipline plan which is directly related to the overall school plan. When teachers feel that they have done all that they can to improve a situation, primarily through communication with parents, the situation is then turned over to the school administration to follow up from that point. Needless to say since you are aware of the fact that there is no corporal punishment administered at Royal Green the only recourse we have is a parent contact where administration can work directly with the parent. If no success is achieved there is often no alternative but to suspend the child. During the school year 1982-83, 27 students had to be suspended from school. What this really means is that we were unsuccessful in working cooperatively to assist a child in 27 different instances.

The future plans for Royal Green's curriculum and related activities are to:

1. Continue to use the TADS teacher observation program as it has been revised.
2. Provide inservice for the teachers and concentrate on improving writing skills.
3. To provide inservice and initiate the widely accepted Total Math Program.
4. To continue to implement the PREP program as prescribed by the State.
5. Continue to implement the Compensatory Education program.
6. Continue to update the quality of the bilingual program.
7. Stress the total process of improving the quantity and quality of parent-teacher conferences.

One of the long range goals which we consider critical is to become involved in establishing computer education as a basic skill for the future. The Dade County Schools intend to provide each elementary school with the computers necessary to implement this program and to provide activities for teachers to develop their facility in the use of computers consistent with individual needs and abilities of students.



We have tried to convey, to each of you, a picture of Royal Green. If we have not covered enough of any aspect of its curriculum and/or operation please feel free to contact the school to ask your questions or make an appointment to speak with someone. Our goal is to provide maximum communication with our community and we consider this only one means of doing so. We thank all of you for your cooperation in the past and anticipate continued cooperation in the future.

1983 - 84 Royal Green Staff

ministrators

Charles J. Gelfo, Principal
Myriam F. Alvarez, Assistant Principal

fice Staff

Marcia Higgins, Clerk
Bertha Valcarcel, Secretary

assroom Teachers

ndergarten

Bradley, Elsa	1B-3
Conroy, Nancy	1B-2
Johnson, Vivian	1B-4
Sanchez, Joyce *	1B-5

rst Grade

Favors, Janie	1C-3
Felder, Willie	1C-1
Haas, Judith	1C-5
Vazquez, Maria	1C-4
Villar, Kay *	1C-2

cond Grade

Cooper, Nancy *	1A-4
Gibson, Lorice	1A-1
Mann, Annie	1A-2
Quigley, Roz	1A-3

ird Grade

Cook, Linda *	2B-5
Cruz, Ruby	2B-3
Kellermann, Susan	2B-2
O'Brien, Linda	2B-4

urth Grade

Fledell, Sue *	2C-2
Richardson, Mattie	2C-4
Standifer, Barbara	2C-3
Taylor, Penny	2C-1

fth Grade

Nilsson, Susan	2D-1
Roque, Martha	2D-3
Traylor, Theola *	2D-4
Williams, Mary	2D-2

Grade Chairpersons

Sixth Grade

Croup, Sam	2A-4
Kinstler, Ann	2B-1
Rosbaugh, Elinor *	2A-3
Thorp, Enid	2A-2
Valente, Helen	2A-1

Special Teachers

Arostegui, Connie	ESOL 1D-2
Castellanos, Delia	Spanish S 1D-3
Catanese, Brenda	VE 1D-5
Darkins, Ernest	Art 1D-4
Ferrer, Idalia	Spanish SL 1D-1
Gordillo, Will	EH 3A-1
Hall, Dee	LD 2D-5
Landrum, Karen	P.E.
Machado, Elsy	Spanish S 2C-5
McClain, Martha	P.E.
Meitz, Rosemary	Music Conf. 1
Pistorino, Kathy	LD 1A-5
Pollack, Judy	LD 2A-5
Russo, Karen	Music 3A-2
Wert, Georgia	Media Center
Williams, Don	Vision Specialist
Wilson, Annelle	Counselor
Ziems, Sharon	Speech Clinician

Aides

Rios, Belkis	EH aide
Snoke, Diane	Systems

Custodians

Cremati, Alfredo	
Herrera, Angelica	
Hervis, Benigno	Head Custodian
Triana, Gregorio	
Valladares, Mauricio	

Cafeteria

Sine, Eileen	Manager

After School Care Program

Lanning, Grace	Clerk
Valente, Helen	Manager
Villar, Kay	Manager

Nurse

McGehee, Joyce

APPENDIX F

SCHOOL REPORT - EVERGLADES ELEMENTARY

ANNUAL
SCHOOL REPORT

EVERGLADES ELEMENTARY SCHOOL
Miami, Florida

APPENDIX G

ANALYSIS OF OPEN CASES

PSYCHOLOGICAL SERVICES

ANALYSIS OF
OPEN CASES (No Evaluation Initiated)
JUNE 18, 1984

AREA	INITIAL EVALUATIONS	GIFTED	REEVALUATIONS	TOTAL
SOUTH	380	190	461	1031
SOUTH CENTRAL	648	105	452	1205
NORTH CENTRAL	480	61	520	1061
NORTH	404	223	352	979
TOTAL	1912	579	1785	4276

APPENDIX H

EXCEPTIONAL STUDENT OPERATIONS
SOUTH CENTRAL AREA

```
DATE-RUN: 03/15/84                    D A D E   C O U N T Y   P U B L I C   S C H O O L S                            PRODUCT: .
TIME-RUN: 10.12.11          E X C E P T I O N A L   S T U D E N T   E D U C A T I O N   O P E R A T I O N S

                            WORK-DAYS: 113          SCHYR-TO-DATE THRU FEBRUARY (02)          LOCATION: 9573

  DAYS     EVAL   CASE   CASE   TOTL   CNSL   CON-   RELA   STDY   INIT    RE-   TOTL   REEV   OTHR   INIT   TOTL   OTHR    RET   PSYC   OTHR
WORKED     DAYS   OPEN   TSTG   OPEN   SRVC   SULT   SRVC   TEAM   EVAL   EVAL   EVAL   STAF   STAF   PLAC   STAF   PLAC   RGED   STAF   SRVC

LOCATION-TOTALS, NUMBER-OF-PEOPLE, & AVERAGES-FOR-PSYCHOLOGISTS
1808.0   1392.5   3957   1002   4964    363   1334    618   1142    702    577   1279    160    290    133    583     43     13   1118     80
   101      101    100     87    100     45     92     68     89     98     95    101     30     35     20     37      8      7     90     23
  17.9     13.8   39.6   11.6   49.6    8.1   14.5    9.1   12.8    7.2    6.1   12.7    5.3    8.3    6.7   15.8    5.4    1.9   12.4    3.5

LOCATION-TOTALS, NUMBER-OF-PEOPLE, & AVERAGES-FOR-PLACEMENT-SPECIALISTS
 770.0                                     3987   1534    268      8             8    326    765    526   1617    222     72    195    453
    44                                       43     33     34      2             2     41     42     42     43     36     29      6     16
  17.5                                     92.7   46.5    7.9    4.0           4.0    8.0   18.2   12.5   37.6    6.2    3.0   32.5   28.3
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APPENDIX I

REQUEST FOR AUTHORIZATION TO CONTRACT CASES

BEST COPY AVAILABLE

Office of the Superintendent of Schools
Board Meeting of June 20, 1984

June 8, 1984

Paul W. Bell, Associate Superintendent
Bureau of Education

SUBJECT: REQUEST FOR AUTHORIZATION TO ENTER INTO CONTRACTUAL AGREEMENTS WITH PSI ASSOCIATES, INC., FOR PROFESSIONAL SERVICES, JULY 16, 1984 - OCTOBER 31, 1984

During the budget planning cycle for the 1983-84 school year, a budget request for eight additional school psychologists was considered but not included in the adopted budget because of fiscal constraints. This request was made for the following reasons:

- to reduce the backlog of cases requiring evaluation or re-evaluation
- to evaluate private and parochial school students who are seeking exceptional student placement
- to provide therapeutic counseling and crisis intervention for emotionally handicapped students
- to evaluate students for gifted program placement
- to meet the increased demands of federal and state requirements for continued evaluation, re-evaluation and staffing of students in need of exceptional student education placement
- to assist the area director for exceptional student education in monitoring the delivery of psychological services

It was determined that the existing allocation of 73 school psychologists was inadequate to meet the above-referenced demands in 236 schools. Addressing these demands is complicated by the 15,000 exceptional students who require a re-evaluation every three years.

The current number of requests for evaluations and re-evaluations exceeds 12,000 cases a year. At the present time, only those cases of extreme urgency are referred from the schools because of a lack of personnel necessary for completing the evaluations within one year from the date of referral. This greatly reduces the number of referrals from the schools. It is, therefore, difficult to determine accurately the true need for annual evaluations, although staff estimates the number at 15,000 cases. Based on current needs, the demand for psychological evaluations cannot be met unless resources are increased.

The number of evaluations requested of school psychologists only partially reflects the duties and responsibilities which psychologists assume. Approximately 20% of a psychologist's time is spent in related activities such as Child Study Team meetings, placement conferences, consultation with staff, parents, and community agencies; and counseling emotionally handicapped students. These activities are essential to determining appropriate placement of the student and should consume 30% of the psychologist's time. In spite of these demands, the number of open cases is below that of other large school districts, as indicated in the following data:

REVISE
A-1

APPENDIX J

TEACHERS'HANDBOOK FOR SPECIAL EDUCATION - REFERRAL AND PLACEMENT CRITERIA

A TEACHER'S HANDBOOK FOR SPECIAL EDUCATION:

REFERRAL AND PLACEMENT CRITERIA

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References:

Arkansas State Department of Education, Program Standards and Eligibility Criteria for Special Education, Arkansas, 1981.

Dade County Public Schools, Procedure Manual for Providing Special Education for Exceptional Students, Report, Miami: Author, 1984.

I. GOAL

Dade County furnishes educational programs for exceptional students which give special instruction and are individually designed to provide education to handicapped children.

The goals of the program are:

a) to appropriately place children through screening, referral, testing and placement

b) to provide special teaching techniques, educational management, materials and facilities that are appropriate

c) to enable each exceptional child to achieve his/her maximum potential

d) to better accept special education as part of the total school program

II. REFERRAL

The first step in determining eligibility for Special Education services is the referral. A referral is made when a student is identified as experiencing learning and/or adjustment problems. Parents, teachers, counselors, principals and others having direct contact with this student can initiate the referral. Intellectual, academic, behavioral, communicative and physical characteristics which may be indicators of possible difficulties, which lead to referral, are listed in this handbook. The referral is made for the purpose of compiling information regarding the student encountering difficulties in the regular education program.

The three most common referrals made by classroom teachers are to specific learning disabilities, emotionally handicapped and educably mentally handicapped programs.

SPECIFIC LEARNING DISABILITIES

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DEFINITION

Specific Learning Disabilities is defined as a disorder in one (1) or more of the basic psychological processes involved in understanding or in using spoken or written language. Disorders may be manifested in listening, thinking, writing, spelling or arithmetic. Such disorders do not include learning problems which are due primarily to physical disability, to mental retardation, to emotional disturbance, or to an environmental deprivation.

SPECIAL CHARACTERISTICS

Students identified as having a specific learning disability often possess a "clustering" of certain characteristics. These characteristics may appear in any combination for different students. Each student who has a specific learning disability is truly unique and no typical pattern is apparent.

Further evaluation is often required to assist the teacher in distinguishing between specific learning disability and the slow-learning or under-achieving child.

Furthermore, a specific learning disabled child, functioning at or above grade level, should not be considered for special education services.

The following characteristics are often found in learning disabled children:

A. Intellectual:

-- the child who appears to be able to function at his intellectual level but does not perform academically when exposed to conventional teaching strategies

B. Academic:

-- scores indicate inconsistency and great variability between intellectual potential and performance

-- short attention span; unable to concentrate on any one task for very long

-- easily distracted by irrelevant stimuli

-- disorganized in the use of books and materials

-- unable to follow and understand class discussion; appears to be inattentive or daydreaming

-- difficulty understanding meaning of time and fails to comprehend the requirements of completing assignments within a certain time

-- difficulty applying phonetic rules and syllabication in spelling

1) Reading

a) Visual processing

-- visual discrimination difficulties and confusion of similar letters and words

-- letter and word reversals and inversions

-- difficulty in following and retaining visual sequences

-- word substitutions

-- distracted reading; skipping and jumping words

-- omission of words, phrases, and sentences

-- slow recognition of words

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b) Auditory processing

-- difficulty in separating words into syllables or in blending them into whole words

-- difficulty in spontaneous recall of sounds associated with letters and words

-- disturbances in auditory sequencing

-- general preferences for visual activities over auditory tasks

2) Writing and Drawing

-- inability to form letters or digits correctly

-- difficulty in staying or or between lines

-- difficulty in spatial organization; difficulty in identification or matching of shapes; rotation or distortion of drawings of geometric designs

-- reversal of letters and digits

-- difficulty in discriminating left from right

3) Arithmetic

-- difficulting analyzing and solving math problems

-- difficulty in learning the cardinal and ordinal system of counting

-- difficulty in understanding the meaning of the process sign

-- difficult in understanding the arrangement of numbers on a page

-- inability to follow and remember the sequence of steps used in various mathematical operations

-- difficulty with concepts of space, time, size, distance, quantity and linear measurement

C. Behavior:

-- hyperactivity/attentional deficit disorder, constant motion, inability to attend to a specific task for required periods of time

-- emotional upset, easily upset, anxious, low frustration threshhold; may exhibit rapid change from one mood to another; is often impulsive and distractable

-- perseveration; attention becomes fixed upon a single task which is repeated over and over

-- may demonstrate a low tolerance for change; may react inappropriately to stimuli

D. Communicative Abilities:

-- fails to grasp simple word meanings

-- comprehends words in isolation but fails to comprehend in connected speech

--unable to organize and express ideas even when adequate information is provided, relates minor or irrelevant details

E. Physical:

-- general coordination poor; awkwardness evident in skipping, climbing, running, walking, jumping, hopping, etc.

-- may fall or stumble frequently or maintain equilibrium by touching tables, chairs, or desks when moving about the room

-- may exhibit difficulty with fine motor coordination tasks

-- may have difficulty differentiating between right and left; may exhibit directional confusion; mirror-writing, reversals, inversions, or rotations of letters and/or numerals

-- often is disorganized in personal appearance

PLACEMENT CRITERIA

1. To be eligible, a student must have evidence of a disorder in one or more of the basic psychological processes involved in understanding or using langauge, spoken or written, which include:

(a) visual processes, i.e., discrimination, closure, sequencing, memory, and association

(b) auditory processes, i.e., discrimination, closure, sequencing, memory,and association

(c) motor processing, i.e., tactile and kinesthetic

(d) language processes, i.e., receptive expressive

Documentation of a process disorder must include one (1) standardized instrument in addition to the instrument used to determine the student's level of intellectual functioning.

1. A minimum of two different instruments (not two different subtest scores of the same instrument) must correlate in verifying a process deficit. While more than one process deficit may exist, each must be appropriately documented.

2. In addition to standardized tests, one ormore other procedures may be used to verify or corroborate the presence of a process disorder.

3. Evidence of academic achievement which is significantly below the student's level of intellectual functioning in one or more of the following academic areas: reading recognition and comprehension, writing, arithmetic, or spelling. Standard scores, not grade scores, will be used.

(a) For students below age seven (7) evidence must presented that the student exhibits a significant discrepancy between levels of intellectual functioning and achievement on tasks required for listening, thinking, reading, talking, writing, spelling, or arithmetic.

The following should be used to document the discrepancy:

(1) classroom observation
(2) work samples
(3) anecdotal records
(4) readiness tests
(5) standardized, individually administered achievement tests
(6) district developed skills check lists

(b) For students ages seven (7) through ten (10), evidence must be presented that the student exhibits a discrepancy of one (1) standard deviation or more between an intellectual standard score and an academic standard score in reading, writing, arithmetic, or spelling.

(c) For students ages eleven (11) and above, evidence must be presented that the student exhibits a discrepancy of one and one-half (1-1/2) standard deviations or more between an intellectual standard score and academic standard score in reading, writing, arithmetic, or spelling.

TRANSFORMATION TABLES USED TO DETERMINE ELIGIBILITY FOR SLD PROGRAMS

IQ SCORE Ages 7-10 Ages 11 & above

Column 1 IQ Standard Score	Column 2 Achievement Standard Score at -1 SD	Column 3 Achievement Standard Score at -1.5 SD	Column 1 (continued)	Column 2 (continued)	Column 3 (continued)
140	125	117	104	89	81
139	124	116	103	88	80
138	123	115	102	87	79
137	122	114	101	86	78
136	121	113	100	85	77
135	120	112	99	84	76
134	119	111	98	83	75
133	118	110	97	82	74
132	117	109	96	81	73
131	116	108	95	80	72
130	115	107	94	79	71
129	114	106	93	78	70
128	113	105	92	77	69
127	112	104	91	76	68
126	111	103	90	75	67
125	110	102	89	74	66
124	109	101	88	73	65
123	108	100	87	72	64
122	107	99	86	71	63
121	106	98	85	70	62
120	105	97	84	69	61
119	104	96	83	68	60
118	103	95	82	67	59
117	102	94	81	66	58
116	101	93	80	65	57
115	100	92	79	64	56
114	99	91	78	63	55
113	98	90	77	62	54
112	97	89	76	61	53
111	96	88	75	60	52
110	95	87	74	59	51
109	94	86	73	58	50
108	93	85	72	57	49
107	92	84	71	56	48
106	91	83	70	55	47
105	90	82			

EMOTIONALLY HANDICAPPED

DEFINITION

An emotionally handicapped student is one who exhibits persistant and consistent severe behavioral disabilities which disrupt his/her educational performance. One or more of the following characteristics are found:

(1) an inability to learn which cannot be explained by intellectual, sensory, or health factors;

(2) an inability to build or maintain satisfactory relationships with peers and teachers;

(3) inappropriate types of behavior or feelings under normal circumstances;

(4) a general pervasive mood of unhappiness or depression; or

(5) a tendency to develop physical symptoms or fears associated with personal or school problems.

POSSIBLE REFERRAL CHARACTERISTICS

Identification of emotionally handicapped students is not a single, clear-cut task since many variables enter into the identification process. Nearly all individuals at one time or another display behaviors similar to or the same as those displayed by individuals here referred to as emotionally handicapped. The primary differences between the emotionally handicapped individual and other individuals, however, are as follows:

-- the duration of the behavior. The behavior does not occur as an isolated instance, rather is long-standing.

-- the intensity or magnitude of the behavior. The behavior is grossly inappropriate for the time and place in which it occurs.

-- the rate of the behavior. The behavior happens with a much higher frequency than is expected to occur duirng a given length of time under normal circumstances.

-- the multiplicity of behaviors. The number of different behaviors which deviate from the norm.

Any or a combination of the behaviors listed below may characterize the emotionally handicapped student:

A. Intellectual:

-- intellectual functioning is not as strong an indicator as other referral characteristics

B. Academic:

-- failure in skill acquisition

-- severe learning deficiencies as compared to the chronological age educational expectancy

-- nonattending to class instruction; short attention span

-- little motivation for academic learning

C. Behavior:

1) Moods

-- laughs, cries, or becomes very angry without apparent cause at times when others would show different reaction

-- looks depressed almost all the time without regard to circumstances

-- daydreams, sits with a vacant expression, doing productive

2) Responses

-- talks inappropriately, without regard for the questions or answers of others

-- shows extreme interest in morbit, obscure, or gruesome events

-- is in constant motion; compulsively manipulates objects, moves about the room excessively

-- talks incessantly; frequently talks without permission or interrupts conversations

-- does not seem to learn from experience; behavior does not improve with usual disciplinary methods

-- acts impulsively and shows poor judgment; does not consider or understand consequences of his behavior

-- complains of feeling uneasy or anxious most of the time without apparent cause

-- complains of being afraid of something(s) that the vast majority of people do not fear

-- is overly suspicious or jealous of others

3) Interpersonal relationships

-- impaired ability to build or maintain satisfactory interpersonal relationships with peers and teachers

-- cannot make or keep friendships

-- repeatedly engages in fights or misunderstandings

-- cannot work with others in learning situations

-- cannot play with others cooperatively

-- cannot communicate with or respond to others due to an apparent lack of awareness of the real world

4) Self-concept

-- may have slovenly, unkempt appearance

-- fearful of new situations, unwilling to attempt new or difficult tasks

-- shows extreme negative reaction to minor failures

-- unable to evaluate behavior realistically; brags or puts down own accomplishments

D. Communicative Abilities

-- does not speak or speaks only when spoken to

-- speech that is unusually fast or slow

-- speaks with marked dysfluency; stutters, clutters, or otherwise interrupts the flow of speech

-- uses primarily jargon, profanity or other speech inappropriate to context

E. Physical

-- complains of physical pain, sensations or discomfort or impairment of function of the body without organic basis

-- engages in repetitive, stereotyped motor behavior, such as tics, nailbiting, or rocking

-- habitually sucks thumb, fingers

-- overcome frequently by drowsiness or sleep during the day, tired or without energy

PLACEMENT CRITERIA

A student becomes eligible for placement in classes for the emotionally handicapped when all of the following criteria are met:

a) evidence that the student, after receiving supportive educational assistance and counseling, still exhibits severe emotional handicaps

b) evidence that a severe emotional handicap, as determined by anecdotal records, by documented observations, and psychological evaluation, exists over an extended period of time

c) evidence that the behavior disrupts the student's own learning, reading, arithmetic or writing skills, social-personal development, language development, or behavioral progress and control

d) evidence that the primary problem of the student cannot be attributed to physical, sensory, or intellectual deficits

e) the parents, legal guardians, or surrogate parents have been involved in the evaluation and placement process and approved exceptional student education program placement

BEST COPY AVAILABLE

DADE COUNTY PUBLIC SCHOOLS
EXCEPTIONAL STUDENT EDUCATION
ANECDOTAL RECORD

Student's Name ____________________ School ______________ Teacher's Signature ______________

Directions: This form is to be utilized by the teacher in consultation with a school psychologist. During a three week period, certain maladaptive behaviors will be targeted and recorded below.

Date/Time	Antecedent	Behavior	Consequence
Include duration of behavior, if applicable.	State what happened before behavior, including setting and/or possible cause.	State observed behaviors	State what happened following the behavior, such as the immediate response of teacher, student, others.

EDUCABLY MENTALLY HANDICAPPED

DEFINITION

The educable mentally handicapped student is one who is mildly impaired in intellectual and adaptive behavior and whose development reflects a reduced rate of learning. The measured intelligence of an educable mentally handicapped student generally falls between two (2) and three (3) standard deviations below the mean and the assessed adaptive behavior falls below the age and cultural expectations.

REFERRAL CHARACTERISTICS

A. Intellectual:

-- subaverage intellectual ability; performs poorly on verbal and nonverbal intelligence tests

-- difficulty performing abstract processes; conceptualization, generalizability, transfer

-- slowness in maturation of basic intellectual functions; memory imagination, creativity

B. Academic:

-- subaverage learning performance in reading, arithmetic, and spelling

-- less able in activities requiring reading and listening comprehension, following complex directions, gaining insight into problem situations, generalizing from rules and principles

-- less able in written communication than oral communication

-- does not learn from incidental exposure to experience

-- has short attention span

-- displays deficiencies in short-term memory

C. Behavior:

-- lack of social competence

-- has difficulty comprehending social situations

-- low tolerance for frustration

-- exhibits immature social behavior

-- has poor self concept

-- displays fear of failure

-- seeks approval; therefore, easily influenced

D. Communication:

-- below average for age in language skills

-- has limited vocabulary

-- delayed speech and language

-- displays articulation disorders

-- limited written communication skills

-- slow processing of questions often results in delayed responses

E. Physical:

-- physical development proceeds at slower rate and continues for a longer prior of time

PLACEMENT CRITERIA

A student is eligible for a special program for the educable mentally handicapped if for the student:

a) the measured level of intellectual functioning, as determined by performance on an individual test of intelligence, is two (2) or more standard deviations below the mean.

b) the level of adaptive behavior as assessed in the home and the community is consistently below the performance of a child of comparable age and of similar cultural background

c) sub-average performance on an individually administered standardized test of academic achievement for the appropriate age level is demonstrated, or a behavioral observation or criterion-referenced test for a student whose level of functioning is not appropriately measured by an academic test may be substituted.

d) there is consistent sub-level mastery of developmental tasks (crawling, walking, talking) in the student's past history.

APPENDIX K

WORKSHOP I - CRITERIA FOR REFERRAL AND PLACEMENT

WORKSHOP I - CRITERIA FOR REFERRAL AND PLACEMENT

ORDER OF PRESENTATION	ACTIVITIES	INFORMATION TEACHER HAS AFTER WORKSHOP
Problem Situation	Need for reducing referrals discussed by school psychologist, Barbara Trushin Large numbers of students referred not placed	High referral rates mean delayed testing and placement of those who might qualify. Ways this affects children at this school.
Exploration	Reasons that referred children are not placed: a) Teachers unaware of criteria for placement in programs b) Many schools refer students who may not qualify for special programs (Example given)	Participants will know reasons that children are not placed. Teachers will know referral characteristics for SLD children
Synthesis and Application	Participants receive information about new state criteria for learning disabilities.	Participants will understand the formula of achievement versus intellectual functioning and know criteria for entrance.

APPENDIX L

WORKSHOP II - CRITERIA FOR REFERRAL AND PLACEMENT

WORKSHOP II - CRITERIA FOR REFERRAL AND PLACEMENT

ORDER OF PRESENTATION	ACTIVITIES	INFORMATION TEACHER HAS AFTER WORKSHOP
Problem Situation	Large numbers of referrals need to be reduced for more efficient testing and placement	How backlog effects schools
Exploration	Reasons that referred children are not placed: a) Teachers do not know what academic and behavioral signs are common in EMH and emotionally handicapped children. (Refer to Handbook)	Teachers will know referral characteristics for EMH and EH children.
Synthesis and Application	Participants receive information on criteria for emotionally handicapped, including keeping anecdotal records. Participants will receive information about criteria and identification of educably mentally handicapped children. Quick review of LD Criteria.	Participants will understand how to document behaviors via anecdotal records. Participants will understand criteria for EMH placement. Participants will understand criteria of LD placement

APPENDIX M

WORKSHOP III - ALTERNATIVES TO REFERRAL FOR SPECIAL EDUCATION EVALUATION

WORKSHOP III - ALTERNATIVES TO REFERRAL FOR SPECIAL EDUCATION EVALUATION

ORDER OF PRESENTATION	ACTIVITIES	INFORMATION TEACHER HAS AFTER WORKSHOP
Problem Situation	a) When is Special Education the Answer? b) What happens to the academic and behavior problem child who does not qualify for special education?	Positive and negative aspects of special education Participants will be aware of alternatives to special education
Exploration	Presenter will offer alternatives to referral, including: a) Community based agencies which specialize in counseling b) Establishment of parent and peer tutoring groups c) Parent-child teachers incentive programs for work completion.	Participants will be able to implement alternatives in the classroom and be able to offer alternatives to parents
Synthesis and Application	Discussion and question and answer session between presenter and teachers to clarify alternatives	Participants exchange ideas on techniques for handling slow learners and behavior problems.

APPENDIX N

TEACHER EVALUATION OF WORKSHOPS

TEACHER EVALUATION OF WORKSHOPS

1. The workshops have helped me to identify characteristics of children I should refer to psychological services.

YES_____ NO_____

2. Before the workshops, I was unsure of state entrance requirements into special programs.

YES_____ NO_____

3. Before the workshops, I was unaware that large numbers of tested children did not meet requirements for special education.

YES_____ NO_____

4. As a result of the workshops, I now understand state requirements for entrance into learning disabilities programs.

YES_____ NO_____

5. As a result of the workshop, I can more easily complete anecdotal records as part of a referral for an emotionally handicapped child.

YES_____ NO_____

6. As a result of the workshops, I have referred smaller numbers of children for psychological evaluation.

YES_____ NO_____

7. As a result of the workshops, I feel I am better able to select children for referral who might meet criteria for special education.

YES_____ NO_____

8. As a result of the workshops, I am aware of some alternatives to referral for special education.

YES_____ NO_____

9. I feel that the workshops gave me information I could use in the future.

YES_____ NO_____

10. My overall feelings about the workshops were positive.

YES_____ NO_____

APPENDIX O

COUNSELING SERVICES IN SOUTH CENTRAL AREA

COUNSELING SERVICES IN THE SOUTH CENTRAL AREA

(Payments on a Sliding Scale)

AFFILIATE FOR EVALUATION AND THERAPY

10871 Carribean Blvd.	233-0410
3160 Ponce de Leon Blvd.	448-3622/448-3644
If no answer, call	665-5353

CHILDREN'S PSYCHIATRIC CENTER

9380 Sunset Drive	274-3172

DEPARTMENT OF YOUTH AND FAMILY DEVELOPMENT

2965 N. W. 17th Street	271-2211

FAMILY LIFE CENTER

7800 Red Road, Suite 227	666-9979

MIAMI MENTAL HEALTH CENTER

2141 S. W. 1st St.	643-1660
3750 S. Dixie Highway	442-0748
Crisis 24 hours	643-1440
2700 S. W. 87th Ave.	553-4322

UNITED FAMILY AND CHILDREN'S SERVICES

2190 N. W. 7th St.	643-5700

WESTERN MIAMI PSYCHOLOGICAL SERVICES

8370 W. Flagler St.	553-2723